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ABSTRACT

The two-volume document provides a pre-career curriculum guide for professionals and teachers working with deaf-blind students. Part 1 contains professionals and teachers working with deaf-blind students. Part 1 contains introductory information. Pointed out is the void in providing adequate programs for deaf-blind students over the age of 10. Subsidiary problems to the major problem are seen to include nonexistence of fulltime vocational training programs and difficulties with securing a job position. Also covered in part 1 are student vocational needs, definitions of terms, steps in program development, interpretation of results from the parent and professional questionnaires, program goals, development of eye-hand coordination, and procedures for developing daily living skills (toileting, eating, nasal hygiene, oral hygiene, undressing and dressing, care of clothing, grooming, and posture). Part 2 contains pre-career curriculum units for the following areas: communication, social skills, telling time, schoolroom maintenance, housekeeping, hospital housekeeping, shopping, cooking, money management, and travel and orientation. Units contain instructional objectives, materials needed, procedures, and illustrations. Part 3, which makes up the second volume, presents workshop manipulative activities designed to help the classroom teacher in developing a simulated work experience program prior to sheltered workshop placement. Each of the activities is similar to jobs that are found in a sheltered workshop. Outlined for each activity is the task procedure, task objective, potential use, source of practice materials, materials for construction, and construction procedures. Illustrations are also provided. Among the 30 activities outlined are the following: paper folding, stapling, straightening bent nails, sorting, button sewing, cracking walnuts, and packing. Appended are an index to illustrations, and descriptions of agencies in seven metropolitan areas. (SW)

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PRE-CAREER CURRICULUM GUIDE FOR DEAF-BLIND

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Sacramento, California 95814

PARTS I & II

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PRE-CAREER CURRICULUM GUIDE FOR DEAF-BLIND

Prepared for: Home of Guiding Hands
Lakeside, California

In Cooperation with: California School for the Blind
Berkeley, California

National Centers and Services for Deaf-Blind
Children, Bureau of Education for the
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PREFACE

Educational programs for deaf-blind children have expanded rapidly as a result of rubella epidemics within recent years. Pre-school and elementary level educational programs teaching living skills, manipulative skills, communication, etc., have been established to the extent that the majority of these children now receive educational services.

Because present educational programs are predominately serving deaf-blind students under ten years of age, there is an apparent void in providing adequate programs on a more advanced level. Relative to this, the most critical problem the educators and related personnel will face in future planning is the designing of programs to meet the changing needs of the deaf-blind population.

Our ultimate goal should be to provide educational services that prepare deaf-blind persons for the opportunity to move from dependence to varying degrees of independence when they reach adulthood.

The purpose of this curriculum is to provide the opportunity for the maximum development of students toward career preparation and functioning to the limits of their individual capabilities as productive, participating members of society in sheltered environments or independent living.

This curriculum concentrates on expanding the competencies of deaf-blind children, having a wide range of capabilities, who eventually as adults may fit into one of the following categories:

1. self-sufficient
2. partially self-sufficient - (employable but needing supplementary financial or living arrangement support)
3. sheltered workshop - (dependent living arrangements)
4. dependent - live in a home - (helpful in home, self care, recreation, subsist on Aid to the Disabled)

This curriculum was written to provide a pre-career guide available to professionals and especially as a reference for teachers of the deaf-blind. The three teachers responsible for writing Parts I, II, and III have implemented some of the practicum in their classroom instruction in the Deaf-Blind Department, California School for the Blind.

The contents are the result of the combined effort of professionals having expertise and experience totaling 36 years of working with deaf-blind, 6 years in deaf-vocational education and 7 years in education of the blind.

Evelyn Greenleaf, Principal
Deaf-Blind Department
California School for the Blind

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PART I - INTRODUCTION

Statement of the Major Problem

The 1963-65 rubella epidemic resulted in a total estimate of 132 deaf-blind children in educational programs in the southwestern four state region. Out of a total population of 387 deaf-blind children in this region there are 171 children between the ages of 9 and 15; the majority of which are now receiving educational services in the 71+10 programs in the region. (see figure 1-4) Many of these children have been taught various manipulative tasks involving dexterity and agility. They have been taught living skills from walking and eating to toileting and dressing. They have picked up receptive and expressive communication skills under various methods of teaching and varying degrees of attainment. With varying success the children have been encouraged to socialize.

Preeminent in the minds of educators now, as these children approach teenhood, is the urgent need of further planning. Because present educational programs are predominantly serving deaf-blind students under 10 years of age, there is a void in providing adequate programs on a more advance level.

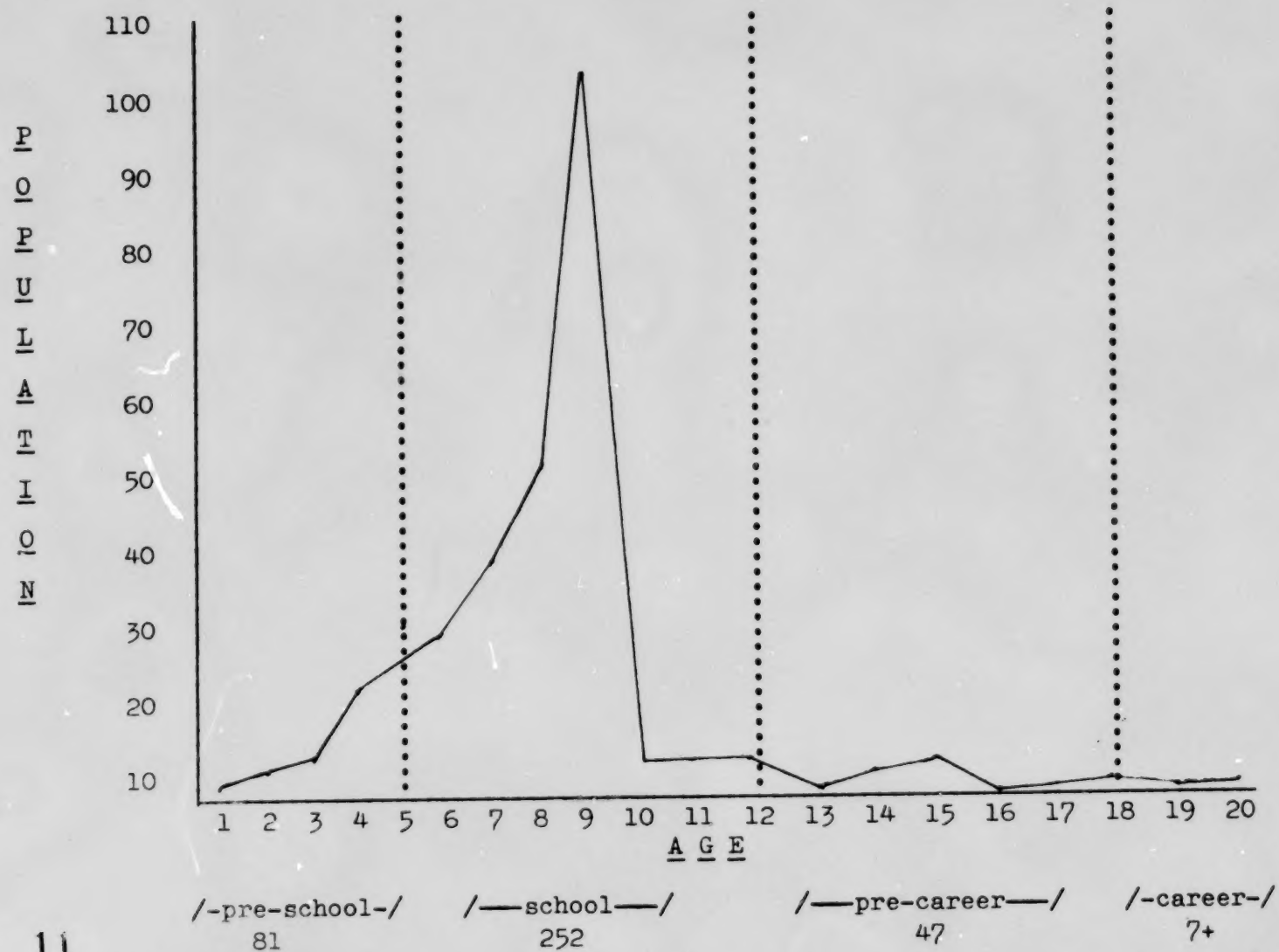
As we see the rubella vaccine reduce the numbers of deaf-blind children, as we watch those caught in the recent epidemics reach teenage, many programs are going to need curricula guides in order to meet the needs of this generation of rubella children.

(figure 1)

SOUTHWESTERN REGION DEAF-BLIND CENTER DEAF-BLIND POPULATION 2
 (these figures exclude deaf-blind children in state hospitals)
 (these figures are based on calendar years 1953 through
 September 1974)

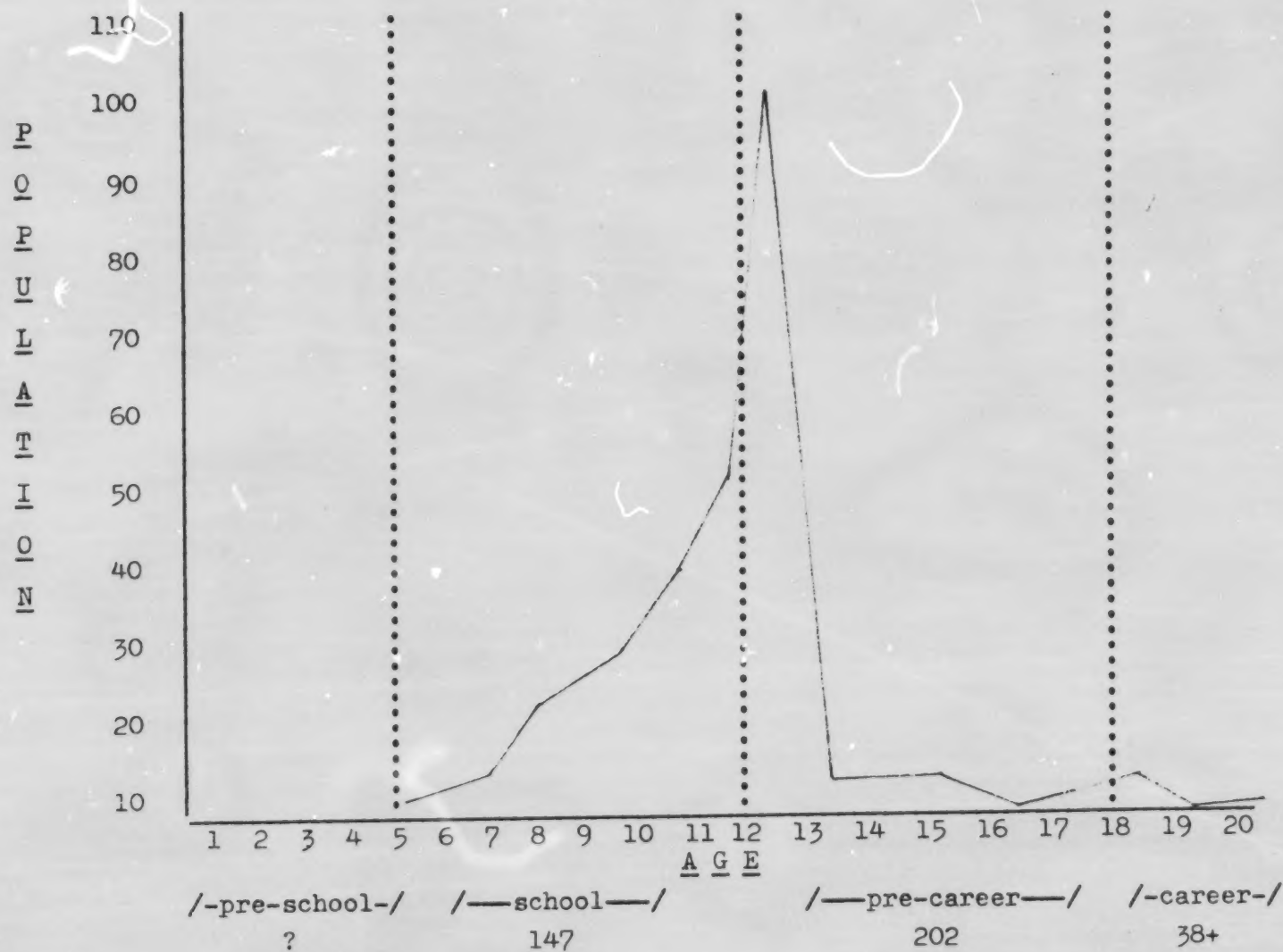
1973	1 yr.	-	8
1972	2 yrs.	-	10
1971	3 yrs.	-	11
1970	4 yrs.	-	23
1969	5 yrs.	-	29
1968	6 yrs.	-	28
1967	7 yrs.	-	38
1966	8 yrs.	-	54
1965	9 yrs.	-	106
1964	10 yrs.	-	13
1963	11 yrs.	-	13
1962	12 yrs.	-	13
1961	13 yrs.	-	3
1960	14 yrs.	-	10
1959	15 yrs.	-	13
1958	16 yrs.	-	1
1957	17 yrs.	-	2
1956	18 yrs.	-	5
1955	19 yrs.	-	3
1954	20 yrs.	-	4
TOTAL			387

POPULATION OF DEAF-BLIND CHILDREN IN SOUTHWEST REGION:
as of September 1974



(figure 2)

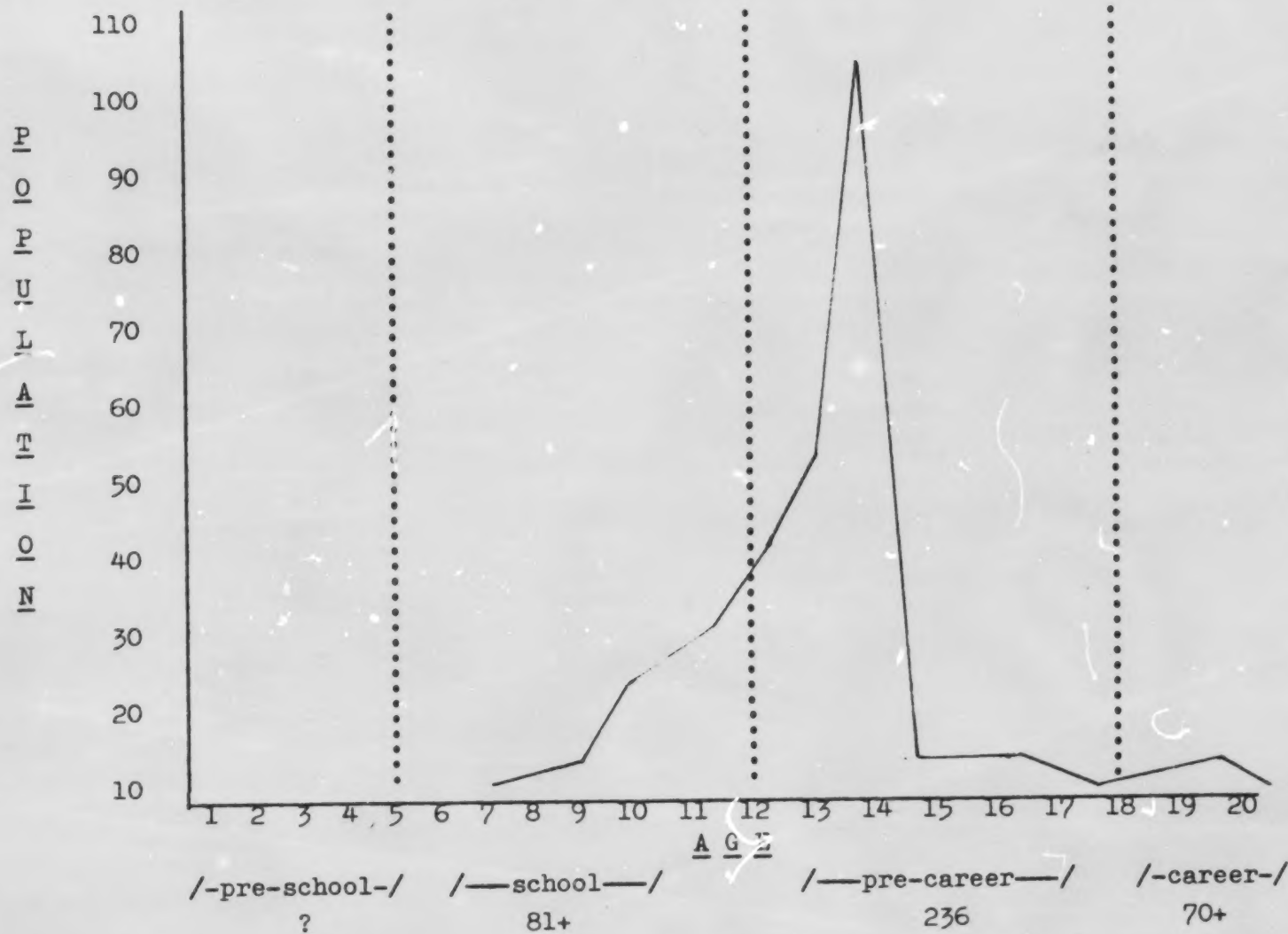
POPULATION OF DEAF-BLIND CHILDREN IN SOUTHWEST REGION:
projected to September 1978



(figure 2)

4

POPULATION OF DEAF-BLIND CHILDREN IN SOUTHWEST REGION:
projected to September 1980



(figure 4) 5

Background to the Problem

Many subsidiary problems lie in the background of the major problem of what to do with these children as they approach teenhood.

1. Many of these children are on very diverse levels of developments making it very difficult to "talk specifics".

We recognize five functional levels as a result of this study.

- A. Those deaf-blind persons that achieve self-sufficiency whereby they are employed and capable of living by themselves.
- B. Those deaf-blind persons that are partially self-sufficient, that is they are employable but need some form of supplemental financial income and/or other support in living arrangements.
- C. Those deaf-blind who will work in a sheltered workshop and live at home or some other dependent living arrangement.
- D. Those dependent deaf-blind who live at home, who are helpful in the home, have mastered most self care skills, depend upon a recreational facility and subsist of family income and Aid to the Disabled.
- E. Those deaf-blind who are not capable to take care of their needs, and need a custodial setting in to relieve the pressure of time and burden of care from the family.

2. Unless a child is on levels one or two they cannot benefit from the vocational training programs that the National Center for Deaf-Blind Youths and Adults or the State Department of Rehabilitation has to offer. Other than those services that are apart of the rehabilitation and recreation for the mentally retarded, such full time programs for the deaf-blind are non-existent. (see appendix)

3. The problems that are involved in securing a job position for any handicapped persons apply to the deaf-blind as well.

Included in these are:

- A. Lack of work experience.
- B. The comprehension by the person what work is all about.
- C. The realization that there is an obligation to an employee.
- D. The acceptance of the regimentation of the eight hour a day.
- E. The ability to express needs and share socially with fellow employees and the orientation and mobility required to move to and from work.

4. (From "Prevocational Services for Deaf-Blind Children and Youth" by Pat English) "Another problem is that . . . many of the educators in this field feel their role is to instruct the child in self care and academic skills and that once done this responsibility ends there. Simultaneously many counselors in

rehabilitation view their role as beginning with the child when 16 years of age or older and only then in a vocational setting."

5. As a result of this wide gap there is to the detriment of the child a corresponding lack of communication.
6. (ibid) Traditionally activities in a prevocational setting have been more oriented around the product and production rather than the producer.
7. Traditionally, the activities toward vocational rehabilitation have not begun until 16 years of age, but a pre-career program cannot wait until a child has been on a plateau for three years and thrown out of this class out of boredom and professional exasperation.

Needs

The project staff was quite apprehensive about asking parents for comments not really being able to predict the outcome. From the nine parents that made unsolicited comments, here are the exact words of three of them:

"The veterinarians would not hire her at a working wage because of insurance and etc. We finally gave up after so long and let her draw the Aid to the Blind."

"Too many of his formative years were wasted with dedicated but nonexperienced staff in programs not really geared for anything more than custodial self-help or parental respite periods, these doing a grave injustice to both parents and child no matter how well meaning. Now realizing that _____ future capabilities are very limited, his time should be directed in living in an environment which would permit the on going continuity of preparing him to live"

"Hope for the Mentally Retarded and Goodwill Industries both said they hadn't facilities for personal training of double handicapped. Were primarily interested in persons who could learn fast and put it out fast Organization for the Blind has been unable to procure ample employment for the blind."

"Social activities are quite active. Crafts are also carried out weekly . . . Mental activities - scholastic endeavors are lacking and this is what interests us although remunerative work would be very advantageous to him."

To further emphasize the need here are some comments from teachers and administrators in the field:

"I hope that the forms I completed are helpful to you. What these students will be doing by the time they reach 21 years of age is ever present on my mind and on the minds of their parents . . . I would be interested in taking a course in vocational rehabilitation for the blind or the deaf-blind but have not as yet had the opportunity. I am sure it would be a great value to me."

Martha Drummond
Arizona State School for the
Deaf and Blind

"I am glad to see that official concern is mounting as to the future needs and abilities of our deaf-blind population."

Karen Clark
Lakeview School

"We are worried about what kind of program to design for them (Deaf-Blind Youth). Maybe you can give us information."

Dana Johnson
Alameda County School Department
Hayward, CA

On November 28, 1973, a meeting was held in San Diego with representatives of various agencies within the Southwestern Region. Dr. William Blea, Project Director of the Southwestern Region Deaf-Blind Center, opened the meeting and stated the purpose of the gathering was:

"to define the needs of the deaf-blind in employment related involvement and to provide an opportunity to share information regarding vocational education services among those present." From the many thoughts expressed many demonstrated the great need in "vocational education".

"Concern lies with the future of the deaf-blind individual".

Dr. Everett Wilcox
California School for the Blind
Berkeley, CA.

"(I) advocate involvement of the colleges, right kind of studies, in-training program incorporating the whole spectrum."

Dr. Barbara Franklin
California State University
at San Francisco

"(We are) serving 190 children at (the) local level. (We) should be looking three to five years in (to the) future. (We should) concentrate now on future planning."

Carl Kirshner
State Department of Education

Terms Defined

Peter Solomon in his book Out of the Shadows published by the National Center for Deaf-Blind Youths and Adults states that the:

"lack of agreement as to the precise definition of deaf-blindness is

(a) factor contributing to the absence of reliable demographic data.

Relatively few persons are totally deaf and totally blind."

Federal Legislation to date has defined the terms deaf-blind in relation to such a handicapped person as:

"One who has both auditory and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that he cannot properly be accommodated in special educational programs either for the hearing handicapped child or for the visually handicapped child."

The definition used by the National Center comes from the Anne Sullivan Macy Service which states:

"The term 'deaf' has been defined to mean inability to understand connected discourse through the ear, even with amplification. The definition of blindness is the generally accepted 'legal' definition: central acuity of 20/200 or less in the better eye with correcting glasses or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has been contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees."

The Federal Legislative definition is not as restrictive or exclusive a definition as that adopted by the National Center; but, a concern for the deaf children who

are legally blind and functioning well within the deaf class as expressed to me by Mrs. Vera Schiller is a point well taken. These children will need added training in maintenance and self care skills with the realization of their limited visual acuity. Another crusade of Mrs. Schiller are those who are adventitiously deafened or blinded. Such persons add even more variables to those that already exist.

As we can observe here along with Peter Solomon:

"within the parameters of (both) definitions of deaf-blindness there exist numerous individual variations, all of which affect the kind and degree of rehabilitation and career services needed by particular persons."

With a great deal of hesitancy and deliberation we use the term pre-career to describe the activities so enclosed in this curricula and study for these reasons:

1. Most of the terms similarly used to describe the area of vocation (i.e., trade, occupation, job) including the word vocation itself implies a training toward "a calling" a specific skill to the deletion of all other skills. With a youth as severely handicapped as the congenitally deaf-blind (from their birth), the emphasis is the development of as many skills as possible serving on a variety of jobs and living in a variety of environments.

2. The term pre-trade cannot be used for this curricula because it would be implicit that we are training and preparing children for a trade. A trade is usually considered such things as masonry, carpentry, auto mechanics and the like.

According to our survey only a few deaf-blind youths can achieve the highest levels of development and acquire semi-skilled trades. Most of the youths at present cannot be expected to achieve this high a level.

3. To meaningfully occupy time seems to be one of the key results of our efforts. If the majority of the deaf-blind can be occupied in some gainful activity, the energies that we spend in the profession will be well rewarded. However we lose this in the terms of occupation and preoccupation. Preoccupation, generally thought of in this profession as the self-stimulation in which the children engage, is the very thing from which we are trying to get them to escape.

4. Vocation is a term used preeminently in the field and prevocation was the basic premise of this study. However, the State Department of Labor has published a list of vocations, very few of which will ever be attained by these children. Once

again vocation is defined as "a calling" or "a summons" or "a designation to a particular state or profession".

None of these terms aptly applies to the task of arming these children with skills to better cope with daily living and to employ their time in meaningful activity.

5. Work is a nebulous enough word to incorporate all levels of functioning of these children.

Funk and Wagnal defines work as continual activity whether mental or physical "directed toward some purpose or end." As long as we do not attach too much importance on the end product, but place primary value upon the individual and utilize the work as a means by which the deaf-blind person can achieve some measure of independence, then we will have the desired end.

6. Career, coming from the French, is used as a race of running a course. "To move or to run rapidly." Though this be a desired result of our training, still, it is not the desired end. (To be amplified.)

However, Vocational Rehabilitation is taking a new interest in this term. Rather than having a traditional view of a career as just that time between 8:00 a.m. and 5:00 p.m. as rehabilitative responsibility thus casting the remainder of the

child's time to come what may. The more recent train of thought is to consider the entire life style of the handicapped person so that he receives maximum service of the various social agencies and meaningfully utilizes their leisure time.

We have to include in this section the concern we have in the term handicap used in such phrases as: handicapped child, handicapped persons and the like. We use this term merely as a description not as a classification. We firmly believe that the handicapped are first of all persons and should be first of all regarded with that in mind.

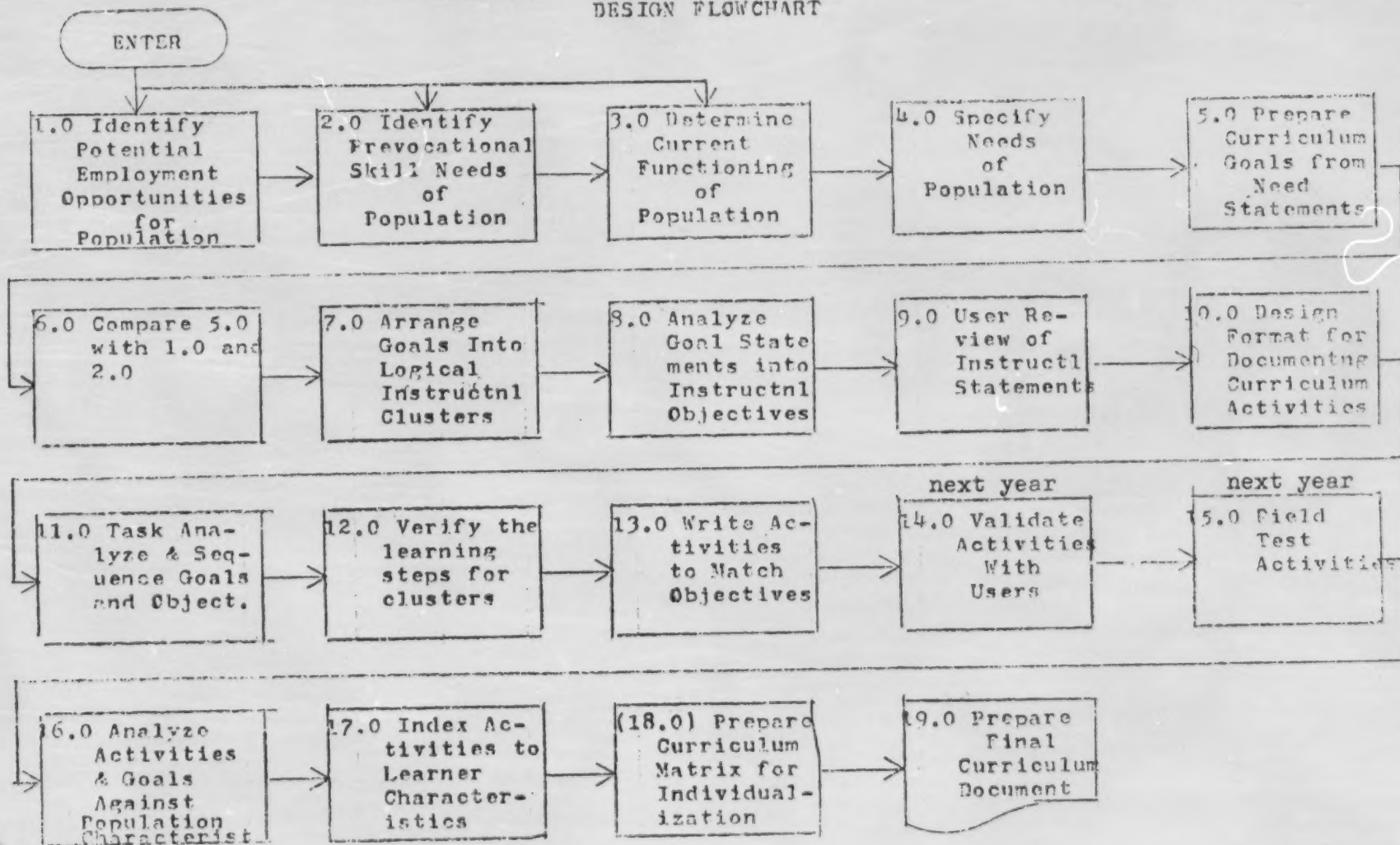
The Program Synopsis as revealed by the Home of Guiding Hands:

1. To interview and secure data on former deaf-blind students at the California School for the Blind and other programs in the Southwestern Region.
2. Identify those factors which influence occupational choices, career activities, vocational training.
3. Find those services which have made significant contributions to the career preparation of the handicapped.
4. Identify community resources and support services that may assist with planning, developing and conducting vocational programs for deaf-blind students.
5. Develop a curricula program outlining areas of instruction and classroom guidelines that will develop the habits and essential skills essential to career adequacy within the competency range

of each deaf-blind student.

From these goals a flow chart was developed for this project by Dr. Donavon McClard, Professor, Special Education, which you will find on the next page (figure 5). Unfortunately, due to the lack of time for this project, Step 10.0, the documentation format for curriculum activities has not been designed as yet. We anticipate the completion of this step at the concept of the program in September which will begin Steps 14.0 - 18.0 with a continual refinement of the curricula and the eventual result in the final product.

CURRICULUM DEVELOPMENT DOCUMENT
PREVOCATIONAL CURRICULUM FOR DEAF-BLIND ADOLESCENTS (figure 5)
DESIGN FLOWCHART



In fulfillment of flow chart activities, project goals 1.0 through 4.0, we sent out a parent and professional questionnaire. The following is:

Interpretation of the Parent Questionnaire (see figure 6-8)

From the thirty-seven parent questionnaires sent out, eighteen were returned by May 27. The following is a computation of the parent responses.

The two-thirds (12) of the students are living at home, two are in a foster home, one in a residential institution and one is living independently. Of those parents responding to the question on wages earned by the child, four of them responded with wages over \$100 a month, three over \$200 and one earning between \$300 and \$500.

One-third (5) of the children had held at one time or do hold jobs now. Ten children are either too young or were unable to procure employment.

Of the remainder of the families, five depended on Social Security and Aid to the Disabled, five on other State Aid (Aid to the Blind), three depended upon family support and one receives help from the Veterans Administration.

For job preparation, the areas of study in school were diverse. Some had just received education in a deaf-blind or hearing impaired program while others had courses of study in History, English, the Arts and Special Training in Veterinary Sciences.

When asked who was the professional most responsible for procuring and helping the child keep a position, among those listed included parents, staff at the California School for the Blind (deaf-blind department), and counselors in Vocational Rehabilitation.

The only problem listed on the jobs was communication and the lack of training to continue to develop it. A list of those extra curricular services where help was sought includes:

		<u>yes</u>	<u>no</u>	<u>some</u>
1	Southwestern Region Deaf-Blind Center	1		
4	Crippled Childrens Service	3	1	
4	Regional Center for the Mentally Retarded		1	1
2	Vocational Rehabilitation	1		
1	Mental Health Service	1		
1	Foundation for the Junior Blind	1		

Also noted is the parents' reaction to the helpfulness of the service and the number of parents asking for aid.

Most of the parents responding to the question wanted additional training for their son/daughter while the child was in school. Two felt there was no further training needed. All of the parents wanting more training chosen in the area of communication as the one in which assistance was most badly needed. Second to communication came socialization and then the self-help skills.

In summation whether the parents are unaware of the services available to them or do not care to use them is undetermined at this point; however, what is apparent is that few are taking full advantage of the communities resources. Hence, as a part of this curricula we have taken a survey of appropriate organizations in the various metropolitan areas of the four state region in the southwestern deaf-blind region and have included this information in our reporting. The parents have reiterated a concern of the professionals which is the need for continual training in the area of communication. The parents also expressed more concern than the professionals in regard to the areas of socialization and self-help skills. This response has been taken into consideration in the writing of the curricula.

WILSON RILES
SUPERINTENDENT OF PUBLIC INSTRUCTION
AND DIRECTOR OF EDUCATION



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
CALIFORNIA SCHOOL FOR THE BLIND
3001 DERBY STREET
BERKELEY, CALIFORNIA 94705
843-2662 (AREA CODE 415)

Re: Enclosed Questionnaire

Dear

The California School for the Blind in cooperation with the Southwestern Region Deaf-Blind Center and the Home of Guiding Hands has requested a study be done on what happens to deaf-blind persons after they leave the classroom. The results of this study will be discussed with the curriculum consultants that are trained in the field of deaf-blindness, and they will make recommendations for school programs.

The majority of the 696 known rubella deaf-blind children in California are still in school. We believe that your participation in answering the enclosed questionnaire as rapidly as possible will help us better prepare these children for functioning to the maximum extent of their capabilities when they reach adulthood.

Because of the nature of the questions asked, your answers will be kept confidential and information will not be distributed to anyone outside of our consultative staff unless we receive written permission from you.

Thank you for all your help and cooperation.

CALIFORNIA SCHOOL FOR THE BLIND - DEAF-BLIND DEPARTMENT

Please fill in as completely as possible.

Student's Name _____ Date of Birth _____

Place of your son's/daughter's residence _____

Since your son/daughter has left school where has he/she lived?

	<u>Dates</u>			<u>Dates</u>	
	<u>From</u>	<u>To</u>		<u>From</u>	<u>To</u>
Independent living	_____	_____	Group living	_____	_____
At home	_____	_____	Residential institution	_____	_____
Foster home	_____	_____			

Is your son/daughter: single _____ married _____ How many children? _____

School: What schools has your son/daughter attended after 12 years old?

<u>Name of School</u> (City, State)	<u>Dates Attended</u> From To	<u>Area of Study</u>	<u>Public School</u>	<u>Trade School</u>

Wages: How much is his/her average monthly income?

___ \$0-\$50 ___ \$50-\$100 ___ \$100-\$200 ___ \$200-\$300 ___ \$300-\$500 ___ over \$500

Please check the sources of your son's/daughter's income.

___ Family support, ___ Income from work, ___ Social Security/Aid to Disabled
 ___ Local organizations, ___ State Aid (what branch?) _____,
 ___ Other (name source) _____, Other (source) _____.

Work: Since your son/daughter left school, has he/she held a job?
 Yes _____ No _____ If your answer is yes, please fill in:

Which person or agency was most responsible for getting the job for your son/daughter?

Who kept your son/daughter on the job? _____

Which position listed in the next question, did this person secure for your son/daughter?

Person or Agency	Address	Which Position Secured?

Please list specifics about positions held by your son/daughter.

Name of Company	Position held	Where was he/she trained for job?	Was training adequate?		Monthly Wage	Approximate dates of job	
			Yes	No		From	To

Were there any problems confronted with any of the jobs? If so, please state:

From which of the following agencies have you sought help for your son/daughter? Was the agency helpful? (yes, no)

	<u>Helpful?</u>	<u>Helpful?</u>
Southwestern Region Deaf-Blind Center. (Dr. William A. Blea)	_____	_____
Crippled Children's Service	_____	_____
Regional Center for the Mentally Retarded.	_____	_____
	_____	_____

Is there any service needed now that is not covered by one of the agencies? (yes, no) (Use other side of page if necessary.)

Living: Is there any additional training you wished your child had in school that would make him/her more independent in caring for himself? Yes ___ No ___. If so, please check the general areas help is needed in:

Self Help: ___ dressing, ___ toileting, ___ eating habits, ___ mobility, ___ communication, ___ socialization, ___ agility (body movement), ___ manual dexterity (doing fine work with fingers), ___ other _____

Is your son/daughter content with the job he/she has now? Yes ___ No ___. If not, what would he/she rather do?

Comments (please use other side of page if necessary):

Please return Questionnaire to:

Mr. Charles F. Chapman
Vocational Project Coordinator
3001 Derby Street
Berkeley, CA 94705

Thank you for your cooperation. All you have done is appreciated.

Charles F. Chapman

Interpretation of the Professional Questionnaire

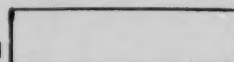
I. Computation of Skills Chart (page 27-29)

As briefly explained in the key, those areas marked



represent those children who have not mastered that skill listed to the left. The chart

is a bar graph and as the length of the mark increases, the higher the number of children who have not developed this skill as of yet. Those areas marked



represent those children who need help to accomplish the skill listed to the left. Finally, that area that is marked



represents those that are self-sufficient in performing the skill.

The areas of apparent need is expressed by the computation of the 36 professional questionnaires that had been returned by May 30 and showed these results in the following areas.

- A. Mobility: All of the skills in this area are met by one-half to two-thirds of the population sample. We note that the skills of ambulation are adequately met by 86 percent of the population; however, the skills of greatest need in this area are the orientation of self in a strange environment and travel from one spot to another on campus or in the surrounding community.

Hence we will give a unit on travel and orientation.

- B. Self-Help: Between 80 and 85 percent of the population sample achieved these skills with some assistance and 58 percent have achieved total self-sufficiency with the exception of one skill, the recognition and escape of danger. This is a skill that is difficult to teach. It requires a prerequisite of much abstract receptive language as well as cognitive ability. We will approach this in the curricula as appropriate for the development of safe habits rather than the approach of instillation of fear.
- C. Manual Dexterity: This shows every one of the skills are not being mastered by nearly one-half of the total population surveyed. Hence this will take up considerable attention and will be touched upon in most of our curricula units.
- D. Expressive Communication: Two-thirds of the sample shows a deficiency in this

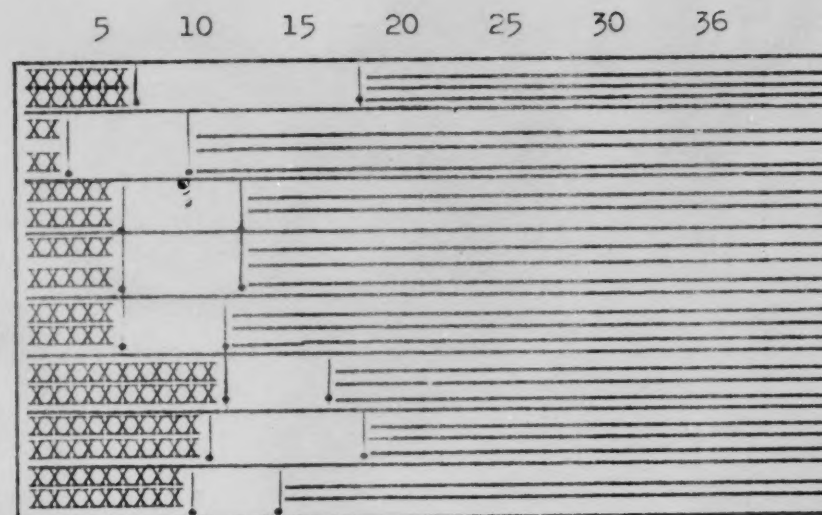
area. Only one-third of the sample has mastered expressive communication to the extent that they might function in a sheltered workshop setting. The criteria for this interpretation is based on their inability to answer simple questions. Even if the need wasn't so graphically present here we would still want to continue the development of the child's ability to expand his vocabulary. There will be only one unit per se on communication; however, language lessons will be interlaced throughout the entire curricula.

- E. Receptive Communication: Skills 3 through 7 have not been met by over half to two-thirds of the population. In other words the majority of the subjects have no receptive language beyond responding to "no" and obeying simple commands. Once again these skills will be developed not only in the unit on communication, but as an integral part in the lessons in the other units as well. Career training provides an

COMPUTATION OF SKILLS DEVELOPED OF 36 DEAF-BLIND CHILDREN
IN SOUTHWESTERN REGION SCHOOL CLASSES
TWELVE YEARS AND OVER

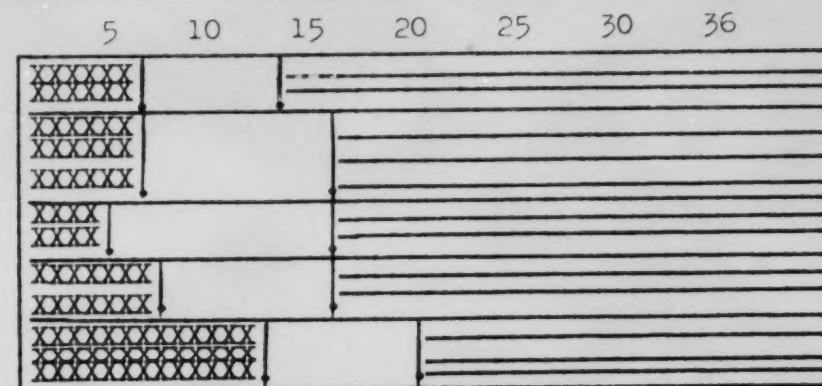
A. MOBILITY:

1. Orient self in a strange environment.
2. Climb stairs (up and down).
3. Climbs slopes without support.
4. Climbs over and under large obstacles.
5. Can tell when to climb over or under.
6. Jump both feet without support.
7. Can go from bus to classroom by self.
8. Can go from class to dining room by self.



B. SELF HELP:

1. Toileting
2. Eats with knife, fork and cup without spilling.
3. Dressing (includes button, snap, tying).
4. Washing (includes thorough drying).
5. Recognize danger and escape (in fire).



KEY-THE NUMBER OF CLIENTS:

XXXXXX
XXXXXX

not mastered
this skill

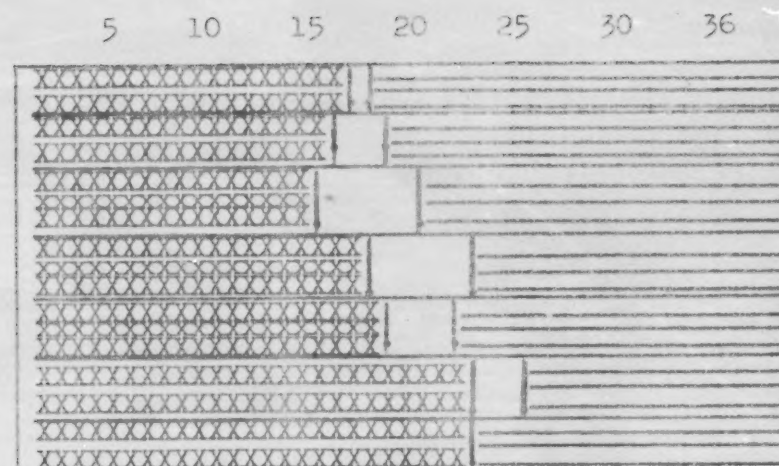
need help to
accomplish this
skill

=====

are self sufficient in
performing this skill

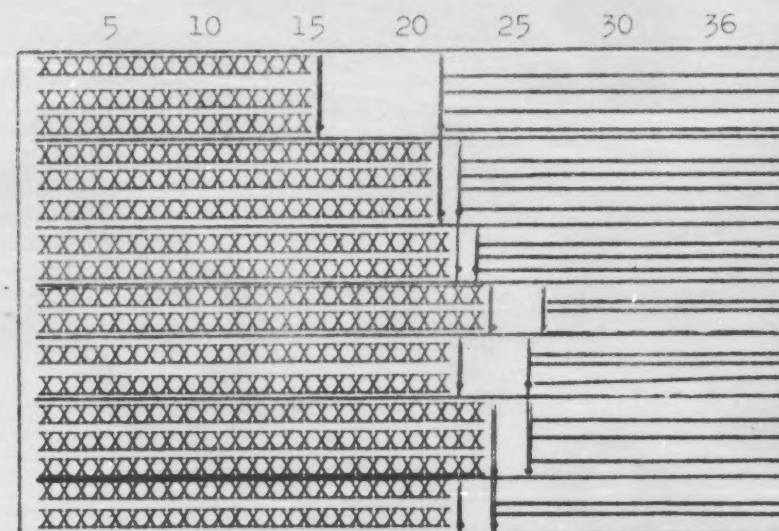
C. DEXTERITY:

1. String beads.
2. Screw on jar lids.
3. Screw on nuts and bolts.
4. Fold paper in quarters.
5. Cut on fold or line.
6. Print all letters of alphabet.
7. Copy letters.



D. EXPRESSIVE COMMUNICATIONS (from child): (speech, fingerspelling or signing)

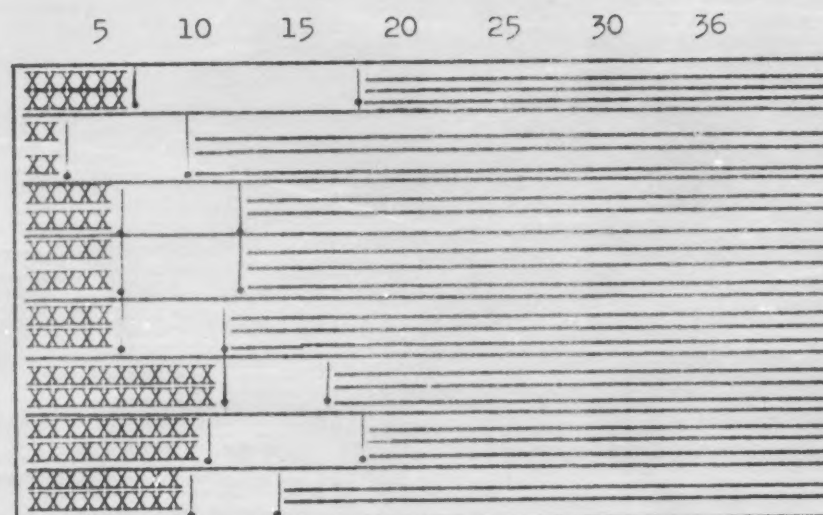
1. Says 5 words clearly, appropriately and spontaneously.
2. Says 25 words clearly, appropriately and spontaneously.
3. Gives 2 word phrases (mama bye).
4. Refers to self (my, me, mine).
5. Asks questions (what's that).
6. Answers simple questions (name, age, etc.).
7. Speaks in full sentences.



COMPUTATION OF SKILLS DEVELOPED OF 36 DEAF-BLIND CHILDREN
IN SOUTHWESTERN REGION SCHOOL CLASSES
TWELVE YEARS AND OVER

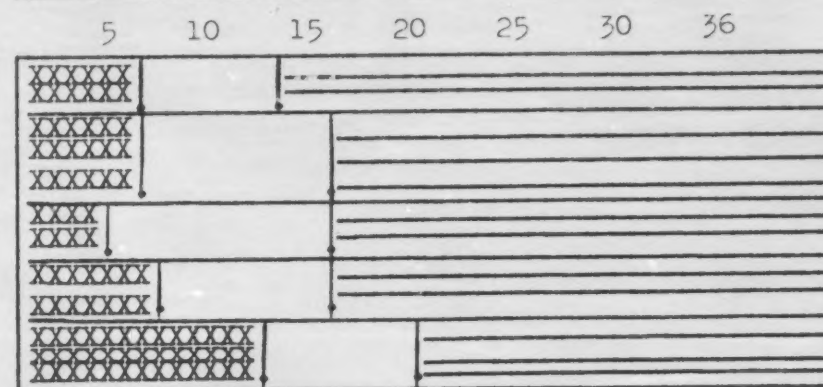
A. MOBILITY:

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3. Climbs slopes without support.
4. Climbs over and under large obstacles.
5. Can tell when to climb over or under.
6. Jump both feet without support.
7. Can go from bus to classroom by self.
8. Can go from class to dining room by self.



B. SELF HELP:

1. Toileting
2. Eats with knife, fork and cup without spilling.
3. Dressing (includes button, snap, tying).
4. Washing (includes thorough drying).
5. Recognize danger and escape (in fire).



KEY-THE NUMBER OF CLIENTS:

XXXXXX
XXXXXX

not mastered
this skill

Empty box

need help to
accomplish this
skill

Horizontal lines

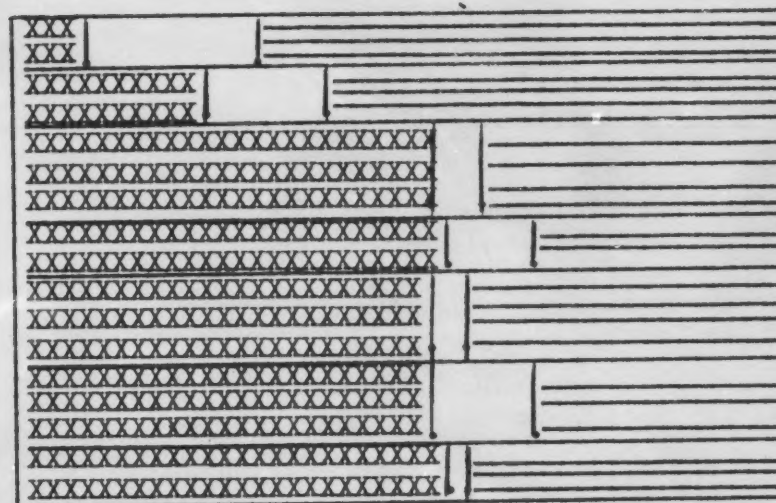
are self sufficient in
performing this skill

(figure 7)

E. RECEPTIVE COMMUNICATION (to child):
(speech, fingerspelling or signing)

1. Responds to command "NO"!
2. Obeys simple commands (sit, stand).
3. Understands relational prepositions (in, on, under).
4. Understands concepts many and few.
5. Knows number 1-5, knows concept of 5 objects.
6. Can fetch simple household items when asked.
7. Can pick one color in 5 when asked.

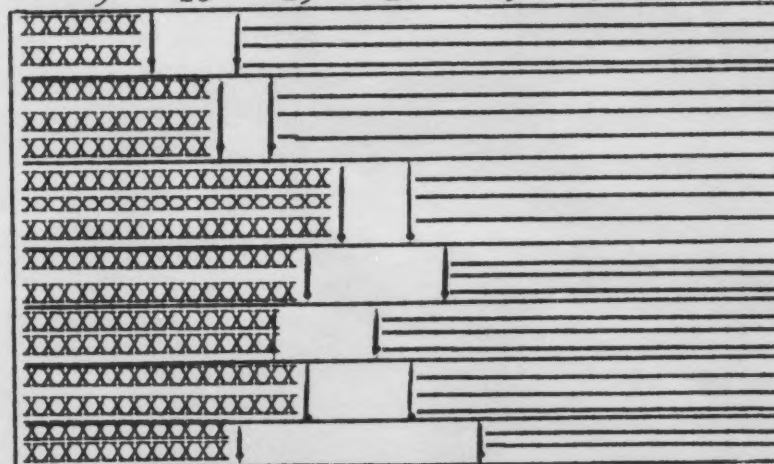
5 10 15 20 25 30 36



F. SOCIALIZATION:

1. Shows affection or avoidance to anyone.
2. Differentiates parents or teacher from strangers.
3. Differentiates his clothes or toys from others.
4. Plays with peers.
5. Waits in line for turn.
6. Does simple clean up tasks.
7. Plays in circle games.

5 10 15 20 25 30 36



Also of interest, the areas which showed the lowest achievement levels, expressive communication and manual dexterity, were also checked as the areas teachers felt would be mastered by the students by the age of 21. The majority of the professionals did not respond to this question, therefore, it may be assumed that they were reluctant to state prognostic judgements.

Notice also on this graph (Computation of Skills Chart) that those areas that have the greatest number of subjects needing help in accomplishing skills are in the areas of mobility, self-help, and socialization with few in the areas of manual dexterity. This can be explained by the fact that there are two distinct categories, (1) those who have acquired sufficient expressive language, (2) those who are devoid of any expressive language. There seems to be very few subjects who are between Level 1, of saying five words clearly and Level 7, of speaking in full sentences.

II. Other statistics revealed by the 36 returned professional questionnaires:

A. Teaching Credentials - Nearly all (30) hold elementary secondary credentials.

1. Nearly half (16) of the teachers hold elementary education credentials. Of the remainder (14) hold secondary credentials.
2. In addition to these (31) teachers hold special

education credentials.

- a. Nine in mental retardation.
- b. Eight in hearing impaired.
- c. Seven in deaf-blind.
- d. Four in visually impaired.

B. Vocational Training and class work:

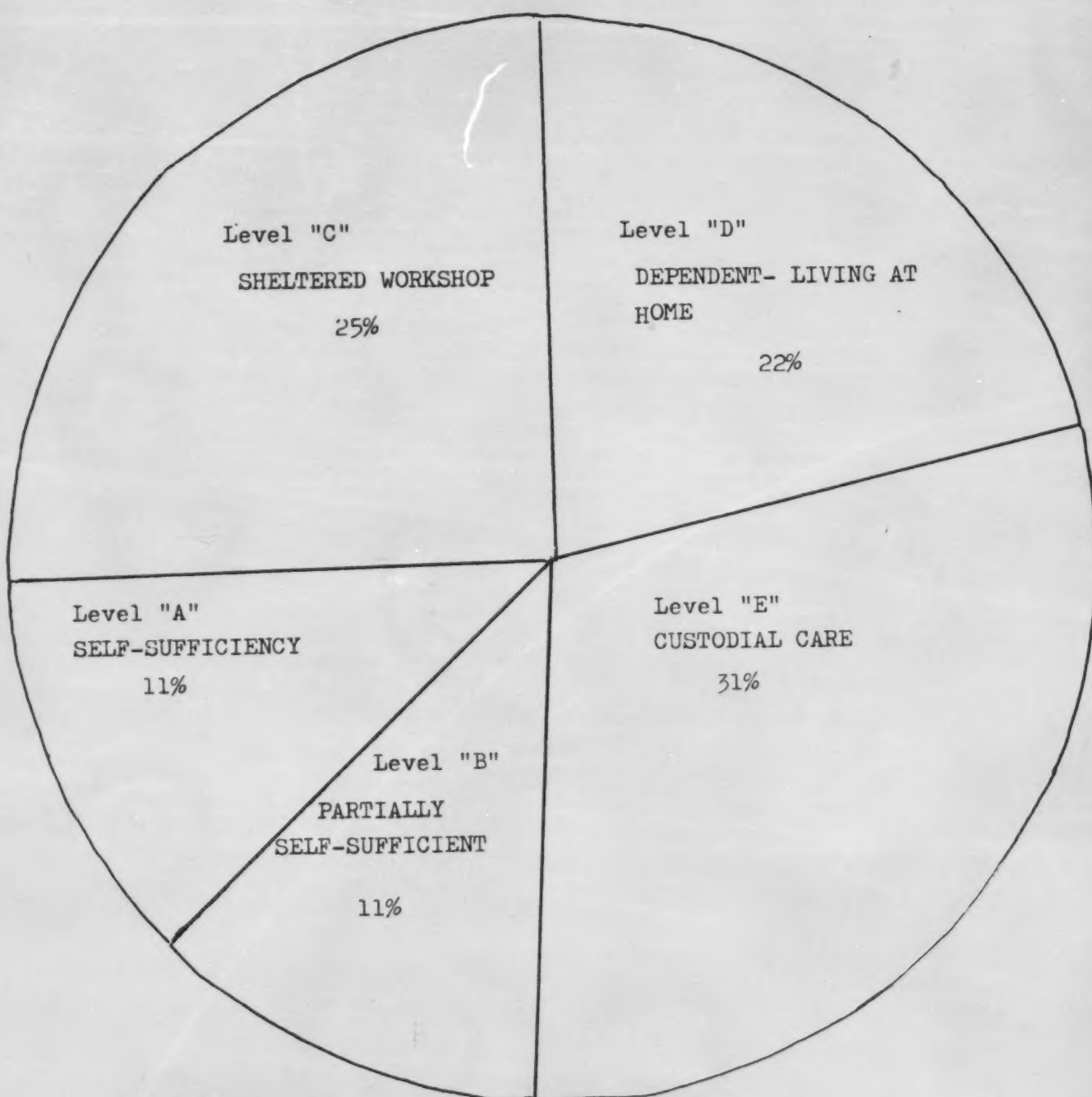
In addition to the credentials a surprising fact is that eleven of the 36 teachers have had class work and work experience in vocational training which indicates that many teachers are ready for direction in pre-career training.

- C. Current Placement: The majority (24) of the 26 respondents over 12 are in a residential school, or are former residential students, six are in day classes, one in a pre-vocational setting and one in a recreation center. Of these youths the professionals expect 25 children to function adequately enough to stay at home, hence avoid placement in a custodial care institution. Seventeen (approximately half) are anticipated to function in a work

or workshop setting, live and accept responsibilities in a family home or apartment. Of the subjects eight should be able to perform on their own with little assistance from government aid, social worker and/or family. Finally a group of four could become totally self sufficient and live on their own with no continuous support.

- D. Emotional Temperament and Attentive Behavior: When asked to evaluate the emotional temperament of a child if placed in a work setting, two-thirds of the responses indicated no problem as far as temperament is concerned; however, when asked about attention span, nearly half (14) indicated that the child could not attend to a task for 15 minutes without a significant break in motion. This demonstrates a need for extensive work in developing an interest in repetitive skills and work habits.

PROFESSIONAL PROJECTION OF 36 DEAF-BLIND YOUTHS





HOME OF GUIDING HANDS

A Residential Facility for the Retarded

10025 LOS RANCHITOS ROAD
LAKESIDE, CALIFORNIA 92040

TELEPHONE (AREA 714) 448-3700

Charles F. Chapman
Vocational Project Coordinator
3001 Derby Street
Berkeley, CA 94705

Dear Colleague:

Preeminent in the minds of many educators working with deaf-blind children is the fact that those children involved in the rubella epidemics are now approaching teenhood. Concerns are what will happen to them after completing school and how to best prepare them for functioning at their maximum capabilities when they reach adulthood.

The Deaf-Blind Department at the California School for the Blind in Berkeley, among other programs, is facing this problem.

A Project Committee has been set up consisting of Dr. William Blea, Director of the Southwestern Region Center for the Services to Deaf-Blind Children, Mr. Donald Chambliss, Administrator of the Home of Guiding Hands and Mrs. Evelyn Greenleaf of the Deaf-Blind Department at the California School for the Blind. Through their cooperative efforts, this Project Committee is taking as thorough a look as possible at this problem.

In order to accomplish this objective, the development of such a curricula, we will need your help and cooperation. The information we are seeking on the enclosed questionnaire will help us through Task 1 (getting as much data as we can on this limited population). The information you provide us will in turn determine the areas to be included in the curriculum.

Let me assure you that the information you provide on the individual cases will be kept in the strictest of confidence.

As we have just a limited time to do this project, "time is of the essence". Please fill in the questionnaire as rapidly as possible and return it in the enclosed envelope. Thank you for your cooperation in this matter.

Sincerely,

Charles F. Chapman
Vocational Project Coordinator

Encl: Questionnaire
Stamped Envelope

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Please fill out one questionnaire on each deaf-blind person over 12 years of age. If more than one child in a program, fill in one completely then fill in starred questions and staple together.

Name of School _____ *Teacher _____

Address _____

*Name of Child _____ *Age _____

*Parents of Child _____

*Address _____

The student attends: (✓ any applicable space)

()	residential school	()	trade school	()	prevocational
()	day class	()		()	vocational
()	sheltered workshop				training

About the teacher:

Credential teacher has: () Deaf-Blind () Blind
 () Mentally Retarded () Other Special Education _____
 () Elementary Education () Secondary Education _____
 () Vocational Rehabilitation () Other _____

Has the teacher had any Vocational Training class work? () yes () no
 If yes: number of units _____. Where was training taken?

Has the teacher had any vocational work experience?
 () no () yes If so how long _____ where _____.

*About the child: Where do you anticipate the placement of this child at the age of 21 years?

()	independent living (self-sufficient)
()	partially sufficient (employable but needing financial supplement or living arrangement support)
()	sheltered workshop (dependent living arrangements)
()	dependent - live in home (helpful in home, self care, recreation, subsist on Aid to disabled).
()	residential living (custodial care)

Briefly explain reason for choice.

(continued)

	by age 21. Will accomplish	accomplished.	Age (year) task	Self-sufficient.	assistance. Needs some	Inadequate.
RECEPTIVE COMMUNICATION (to child): (speech, fingerspelling or signing)						
Responds to command "NO"!						
Obeys simple commands (sit, stand).						
Understands relational prepositions (in, on, under).						
Understands concepts many and few.						
Knows number 1 - 5, knows concept of 5 objects.						
Can fetch simple household items when asked.						
Can pick one color in 5 when asked.						
SOCIALIZATION: Shows affection or avoidance to anyone.						
Differentiates parents or teacher from strangers.						
Differentiates his clothes or toys from others.						
Plays with peers.						
Waits in line for turn.						
Does simple clean up tasks.						
Plays in circle games.						

Does this child have an emotional temperament that is conducive to
a work setting? () yes () no - if not briefly describe problem.

Is this child capable of attending to a repetitive tasks for 15
minutes without significant break in motion, for example putting
clothespins on a line or stringing paper clips? () yes () no

Goals

We must realize that each child is not the same, but in fact differs enormously from those who are similarly handicapped; therefore, goals must be formulated to match the capabilities of each child. Using Goal No. 1 as an example (regarding the formation of good health practices), some children may be able to take care of their total health needs including showering, shaving, toileting, as well as oral and feminine hygiene; while others may only be able to work their hands or their teeth.

1. The formation of good health, sanitation and self-care habits that will lead to a better self concept.
2. The foundation of an understanding to the capability of the child of danger and safety factors within their communal environment.
3. The malleability of each child to the extent they are able to function in a variety of work or activity settings.
4. The understanding of the use of leisure time and recreative activities.
5. The acquisition of language and communication necessary to express needs and conceptualize occupational tasks within the capability of the child.
6. The respect for oneself and the ability to get along with peer and other groups.

DEVELOPING EYE-HAND COORDINATION

(hand-hand; transference from one hand to the other;
eye-foot; hand-foot coordination)

Definition (related skills)

Form Perception and Discrimination

1. Interpretation of visual information from tactile clues.
2. Visual form perception is critical to the ability.
3. 3. Form perception organizes perception of quantity of number.
4. Perception of structural detail.

Tactual Discrimination

Ability to interpret sensory information received through sense of touch including information about temperature, shape, texture, and contour.

Motor Skills

1. Gross - large muscles, movement exploration.
2. Fine motor-tool manipulation and handwriting.

Laterality/Body Awareness

Awareness of left-right; over-under (own body).

Directionality

Externally - left-right; up-down.

Sensory Perception

Ability to organize sensory information, receive meaning from it and use it to make judgments.

Perception of Spatial Relationships

1. Ability to organize work on paper.
2. Ability to find starting and stopping points.
3. Reproduce symbols on paper.
4. Position concepts (over, under, in, behind, between, etc.)

Figure-Ground Discrimination

Ability to find and focus attention on a given stimulus while other stimuli remain dimly perceived in background and to shift attention appropriately.

- 2 -

Sequence Perception

Ability to understand the ordering of visual, verbal, or manipulative material in meaningful sequences.

Constancy

uniformity, consistency

Synthesizing

1. Assembling of separate parts into a whole.
2. Complex whole composed of originally separate parts.
3. Deductive reasoning from the whole to a part.

Inferring

Learning to make prediction.

<u>Related Skills</u>	<u>Activity</u>
developing gross motor skills	tearing
developing gross motor skills adhering to details	pasting and glueing
developing small muscles perception of figure-ground	coloring
developing gross motor skills developing small muscles	painting (includes finger-painting)
tactual discrimination pre-writing laterality	tracing card
visual memory recall shape sequencing numbers sorting	bead stringing
shape perception size conception concepts of fitting directionality concept	form boards
shape and color differentiation motor control developing	workbench--placing pegs and pounding with wooden hammer
shape perception color awareness learn basic shapes classifying constancy	shape sorting (geometric)
development of fit and design observing and reproducing patterns developing small muscles perceiving differences in color and configuration paying attention to detail spatial relationships sequencing aid in developing sense of numbers counting sorting grouping	pegboard--patterns mosaics parquetry

- 4 -

<u>Related Skills</u>	<u>Activity</u>
attending to details tactual discrimination comparing	textures
perceiving color perceiving patterns making judgments strengthening memory spatial perception concept of fitting	building blocks tinker toys crystal climbers lincoln logs
shape perception size conception counting	stacking toys add-a-rock
shape perception relative size conception color perception manual dexterity	nesting blocks match-ems kitties in the kegs
design awareness shape perception attending to details perception of configuration pattern perception conceptualization of shape development of fit and design synthesizing strengthening memory directionality	puzzles: 1 piece - rubber/wooden multi-pieces-wooden or plastic dimensional-plastic part-to-whole puzzle face-figure puzzle
developing small muscles strengthening visual muscles adhering to details	cutting: scissors 1. on a line 2. a pattern/shape using a knife
developing concentration ability fine motor development sequencing	lacing card
developing small muscles sequencing	weaving mats
observing size relationships developing small muscles inferring	matching tops to bottles

Related SkillsActivity

development of prehension
 numbers
 grouping
 matching color to color
 sequencing

clothespins: match to colored bowls
 pin to paper/clothes
 pin paper/clothes on line
 counting

observing size relationships
 developing small muscles
 inferring

nuts and bolts

developing small muscles
 counting
 reasoning

safety pins: opening-closing
 placing items on pins
 pinning two or more items together

developing small muscles

sharpening pencils

developing small muscles

key in lock - opening or locking a door

developing small muscles
 sewing skills

threading needles:
 large needles - darning
 standard needles

sequencing
 fine motor development
 problem solving

folding paper
 following a pattern
 placing in correct envelope

developing small muscles
 numbers
 reasoning

paper clips
 fastening paper with clip
 connecting paper clips

developing small muscles

thumbtacks on wall

developing small muscles

fastening paper with stapler
 stapling on board
 removing staples

sequencing
 fine motor development
 measuring-placement of holes

punch holes
 place paper in notebook
 remove from notebook

object identification
 matching colors and objects
 labelling
 relate verbal description to visual
 materials

Games: board-lotto
 cards
 concentration
 sequence picture cards

- 6 -

<u>Related Skills</u>	<u>Activity</u>
recognizing colors and shapes	
letter recognition	
developing concentration abilities	
noting detail	
sequencing	
classifying	
associating	
developing muscular control	Games: playground games
sequencing	throwing, catching,
body awareness	kicking, hitting balls
laterality	
socialization	
writing skill	tracing
directionality	imitation of strokes
spatial relationships	scribbling
	dot-to-dot
	penmanship
develop small muscles	dressings: buttoning, lacing,
sequencing	zipping, hooking, snapping,
	tying, buckling
making judgments	pour liquids
quantitative concepts	
conservation--pre-operational	
operational	

LIVING SKILLS

TOILETING
EATING
NASAL HYGIENE
ORAL HYGIENE
UNDRESSING
DRESSING
CARE OF CLOTHING
GROOMING
POSTURE CONTROL

TOILETING

Objectives

1. Toilets independently.

Materials

1. potty chair or attachment for larger toilet
2. training pants
3. toilet schedule

Procedure

Communication and Language

1. Word written in large print "potty" or "toilet".
2. Verbal - "potty", toilet, bathroom.
3. Sign - "t" for toilet or "rr" for restroom.

Scheduling

Note child's time of bowel movement or urinating. If too irregular, try to establish times of toileting by taking child to bathroom at regular intervals.

Behavior Modification

Child is rewarded each time he uses the toilet - a hug or a material reward. Diminish gradually - size of reward or instead of a hug a phrase such as, good girl/boy could be substituted.

Self-Cleaning

When child soils clothing point out accident, have him remove own clothing, and wash them.

- 2 -

Bare-Bottom

This is a method where a child wears only a shirt and a pair of socks; therefore making the child aware visually and/or thermo-tactually when urinating or defecating.

Success of this method depends upon adult alertness. At regular intervals for brief periods of time take child to toilet or watch him for signs that he is about to toilet.

Cannot toilet train a child who is wearing a diaper or rubber pants. Use training pants. Do not dress child in complicated outer clothing, such as pants with a bib, snaps, zipper, etc.

Child should know location of bathroom and have some form of communication to alert adult that he has a need to go to the bathroom.

Toilets made for small children would be better facilities to use. If this is an impossibility than a training chair would be advisable. If plans are to use a regular size toilet then an attachment for children should be fitted to toilet.

Child must be shown routine of toileting - flush toilet after using, use of toilet paper, wash and dry hands (this will entail turning faucet on and off).

EATING

Objectives

1. Eats a variety of foods.
2. Uses all eating utensils correctly.

Materials

1. spoon
2. fork
3. knife
4. cup or glass
5. straw
6. soft drink
7. pureed food
8. banana
9. bread
10. soup
11. solid food

Procedure

If child has difficulty going from baby or pureed food to solids it would be necessary to establish a system for teaching child to bite and chew before swallowing.

Biting and Chewing

Using a soft solid first - i.e., banana. Help child place it in his mouth and gently press jaws to help him bite. Then help child to chew by first having child place his hands on your face and you chew. Urge child to imitate you.

Gradually add more solid foods for biting and chewing exercises.

Drinking from a Cup/Glass

Provide opportunities for child to:

1. Drink from a cup or glass
2. Pour liquid into cup/glass
3. Suck liquids through a straw
4. Drink from a soft drink bottle or can
5. Drink from a water fountain

Using a Spoon

Start with soup so that child only has to be concerned with getting food to mouth. He will retain liquid on spoon as long as spoon is held

- 2 -

correctly. With a solid he would have to worry with getting food on spoon. When he has mastered proper holding of spoon and getting it to mouth without spillage, go on to solids.

In the beginning child may use both hands - one holds the spoon, the other (1 finger preferably) acts as a pusher. Later you may want to show the child that bread can substitute for the finger as a pusher. As skill grows he will no longer need a pusher.

Using a Fork

Show pupil that the tines of a fork are for piercing a bit of food as well as scooping.

Show pupil how to hold fork on edge to cut food.

Using a Knife

Provide opportunities for pupil to:

1. spread with knife
2. cut with knife
3. cut with knife and fork

NASAL HYGIENE

Objectives

Follows nasal hygiene standards.

Materials

1. handkerchief
2. kleenex
3. Poster

Procedure

Due to the difficulty of teaching a child to expell air through the nostrils, covering the child's mouth with a handkerchief and tickle the child. Hence forcing mucus from the nostrils.

Communication and Language

Teach child to blow nose when needed. Use of handkerchief or tissue at all necessary times.

Cover mouth when coughing or sneezing.

ORAL HYGIENEObjectives

1. Brushes teeth using correct stroke motion.
2. Brushes teeth independently.

Materials

1. posters showing care of teeth
2. toothpaste
3. toothbrush
4. dixie cups

Procedure

Take toothbrush and paste to sink.
Remove cap from toothpaste tube
Put paste on brush.
Turn on water.
Wet brush and paste.
Brush back teeth with horizontal motion.
Brush front teeth with vertical motion after closing teeth.
Spit paste out (difficult to get idea across that paste is not to be swallowed).
Rinse mouth out without swallowing water (difficult to get this idea across).
Spit water into sink.
Rinse toothbrush.
Turn off water.
Wipe mouth and hands dry.
Replace cap on tube.
Dispose of rinse cup.

UNDRESSING AND DRESSING

Objectives

1. Undresses and dresses self completely.
2. Dresses according to occasion.
3. Changes clothing when necessary.

Materials

1. clothing related to specific skills
2. commercially made forms

Procedure for Undressing

Help child be starting clothing, i.e., pulling at toe of sock, unlacing shoe and placing his hand on shoe heel, pulling shirt half-way over his head and he finishes. Allow child time to try by himself, with encouragement from you.

Motivate child to want to undress self - bathing, swimming, bedtime, to change for a favorite activity that needs specific clothing.

Child begins to undo -- pulls ends of laces to untie; unsnaps, unzips, unbuttons, unhooks, unbuckles. Skill can be taught using either the child's own clothing or the commercially made forms.

Procedure for Dressing

Child finishes what you begin - dress partially on; pull panties up; socks put over toes pull over heel and up.

Motivate child to want to dress self - going to a favorite place, dressing for a favorite activity.

Child begins more complex skills; zipping, buttoning, snapping, hooking, buckling, lacing, tying (making first knot, making a bow, tightening bow). Skills can be taught using either the child's own clothing or any of the commercially made forms.

CARE OF CLOTHING

Objectives

1. Hangs clothing on a hanger.
2. Puts soiled clothing away.
3. Folds clean clothing.
4. Puts clean clothing away.
5. Notes needed repairs in clothing.
6. Mends tears and sews on buttons.
7. Washes clothes by hand and machine.
8. Polishes shoes.
9. Replaces broken laces.
10. Irons clothing.

Materials

1. hangers
2. hampers
3. washer and dryer
4. iron
5. needle, thread, sewing machine
6. newspaper
7. rag
8. polish
9. repair checklist
10. to do checklist

Procedure

Communication and Language

Always encourage child to hang up clothing. Show child how to hold hanger and drape clothing over same.

When child removes a day's clothing have him place them in hamper.

If clothing becomes too dirty during day, have child remove them and place them in hamper.

When clothing is removed if there are tears, buttons missing or broken laces point this out to child so that he will begin to note these things himself. As child matures and is able to handle a needle and thread, then he should be encouraged to mend own clothing.

Polishing shoes, place newspaper on floor, sit on floor with pupil, wipe dirt from shoes with a rag, use a polish that has brush attached to bottle, show pupil brush stroke for polishing.

- 2 -

Clothing is washed and ironed - have child fold clean clothes and put them away in correct places.

Allow child opportunities to help with washing and ironing clothing when he is maturationally ready.

GROOMING

Objectives

1. Bathes self.
2. Uses deodorants.
3. Shampoos hair.
4. Combs, brushes, sets hair.
5. Shaves, when necessary.
6. Uses makeup moderately.
7. Cleans fingernails.
8. Cares for self during menstrual period.
9. Cleans glasses, comb, brush, earmolds regularly.

Materials

1. wash towel
2. bath towel
3. soap
4. shampoo
5. brush
6. comb
7. curlers
8. manicure and pedicure scissors
9. lotion
10. nail clippers
11. deodorants
12. perfumes
13. cleaners
14. makeup
15. dishwashing liquid (to clean molds, brushes and combs)
16. electric razor
17. sanitary napkins

Procedure

Wash hands after using bathroom - learning to turn faucet on and off. Learning to bathe self - play with child and her washcloth as she is being bathed. Help her to wash herself thoroughly with towel. Teach proper adjustment of water temperature. Dry hands, face and entire body with minimal help. Put towels in proper places when finished.

Help child to wash hair. Show her how to use fingers to massage scalp. Have her measure proper amount of shampoo. Teach correct use of comb and brush. Also teach child to clean them regularly. Help child to set hair using curlers, if she desires them.

Clean fingernails, file and cut fingernails and toenails; use deodorants and makeup (when applicable) moderately; wash earmolds, clean glasses; shave at regular intervals.

Personal hygiene - menstrual period - use calendar to note cycle, show adjustment of sanitary napkins, placement of belt, discarding of used napkins, careful washing of underclothes and body.

POSTURE CONTROL

Objectives

1. Notes changes in height and weight.
2. Knows parts of body.
3. Maintains correct body posture.

Materials

1. body pictures
2. body puzzles
3. height and weight charts
4. scale
5. posture chart

Procedure

Communication and Language

POSTURE CHART

Keep head erect.
 Relax arms at sides.
 Keep shoulders back.
 Heel contacts ground first while walking.
 Abdomen does not protrude.
 Walks with toes pointed ahead.
 Sits up straight.

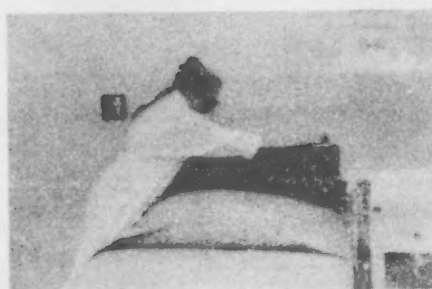
1. Demonstrates in manner specified parts of the body: Where are your eyes? What do you smell with? Raise your right hand. Touch your nose with your little finger.
 - a. Begin with child's own body.
 - b. Compare child's body to others' - humans, dolls, animals.
 - c. Either use pictures or puzzles to position body parts in proper location.
2. Mark height at beginning of the year. Check periodically to note changes.
 - a. Compare with others.

- 2 -

3. Weigh self. Check this periodically for changes. Compare to others.
4. Posture control - is complimented each time correct posture is noted.
 - a. Refer to posture chart.
 - b. Practice posture control.

PART II

PRE-CAREER CURRICULUM



COMMUNICATION UNIT

The Communication and Language included in many of the curricula is a record of that used in classroom and the field. A cassette was used in all instances and then transcribed. Occasionally alternating statements are expressed in the curriculum. These alternatives are taken from various types of similar curricular activities. The number of repetitions of each phrase was not transcribed, only one sample is given to maintain the sequence in an orderly, readable form.

Unfortunately the tone and stress of speech and the noises of each activity are lost on paper. It would be most profitable to have a series of unrehearsed video-tapes to get closer to the real feeling of these units in the classroom. It is hoped that this can be accomplishing in the future.

The language taught is highly structured. Teaching and drilling are done in the classroom and work settings.

Five forms of instruction are used in these classes:

1. Listening and Understanding
2. Speaking
3. Reading
4. Writing
5. Gestured Cues

Some children may only be able to use one or two of these forms. However, the patterns are constant for all, but adopted to the needs of each child.

It may be suggested that we are describing an intensive language training program, in all of our curricula. Our training is based on three fundamental principles: The principle of a complete concentration on one purpose, the principle of a high degree of curriculum organization and planning, and the separate principles of the functions of teaching and drilling. The language teaching is meant to be done in a relevant and meaningful way, not by endless mechanical repetition.

Physical realia used for instructional purposes receive precedence over all media. Otherwise pictures in the form of photographs, travel posters, simple maps of a relevant area, paintings and models of objects are used.

Pictures are used as a last resort since pictures of real objects can lead to misunderstandings. There is a consistent use of simple language cue cards in the classroom study of jobs to be done the same day. These same cards are brought to the actual jobsite and students are handed such a card or given a choice of the job they wish to perform.

Social Skills

Primary Objectives

1. Responds appropriately to facial expressions.
2. Looks at mirror image with interest.
3. Is aware of self as an individual.
4. Recognizes self by various ways: I, me, my, you.
5. Knows own name, peers and adults within own environment--oral and written.
6. Knows own age, birthdate, sex and address.
7. Wants adult approval for good behavior.
8. Interacts with peers.
9. Knows family roles and relationships, birthdates and job activities.
10. Waits turn and shares with others.
11. Helps others willingly.
12. Cares for younger children.
13. Practices home and classroom maintenance.
14. Uses common courtesies: please, thank you, excuse me, etc.
15. Expresses feelings in socially acceptable way.
16. Uses language and/or behavior which relates to specific situations.
17. Actively participates in group activities - games, parties, field trips, experiential walks, classroom activities.

Using a Birthday Party as a Model

Objectives

1. Plans systematically.
2. Uses practical arithmetic.
3. Practices acceptable social behavior.
4. Writes simple invitations.
5. Manages group activities.
6. Bakes and decorates cupcakes - Note Cooking Unit.
7. Measures liquids and solids - Note Cooking Unit.
8. Helps make decisions in a group.
9. Cleans room after party - Note Housekeeping Unit.

Materials

1. drawing or note paper
2. decoration
3. cake and icing mixes
4. paper plates, cups, forks and napkins
5. gift wrappings
6. record player and records

Communication and Language

Tomorrow is _____ birthday.
 _____ will be _____ years old.
 What shall we do for _____ birthday?
 Let's make a cake (Teacher can suggest this if pupil have none.)
 Who shall we ask to come? (Children give list of choices.)
 Let's put their names on the board.
 Is that everybody?
 Let's count them.
 We have _____ people.
 How many cupcakes will we need?
 Let's count the names.
 One cupcake for each person.
 Fine, we will make _____ cupcakes.
 What flavor? (Children decide.)
 What shall we drink? (Children decide.)
 We must buy enough for _____ people.
 Shall we decorate the room?
 What shall we use to decorate the room? (Children decide.)
 What colors should we use? (Children decide.)
 First, we must write invitations.
 We will say (illustration on board, if pupil are unable to make one by themselves).

'Please come to _____ birthday party at
 _____ o'clock. _____ will be
 _____ years old.

Children write invitations and deliver them.

II. Let's Go Shopping

We will buy cake mix and something to drink.

Let's buy paper plates and cups, too.

Here is the money. You buy the dishes you like.

(Each child is assigned an item to buy. Help is given when needed).

Let's buy a present for _____.

We can only pay _____ for each present.

Each child decides what he will buy.

(Refer to Shopping and Travel Units for procedures).

III. Return to School

Let's bake the cupcakes.

(Directions given on the board and in the kitchen - refer to Cooking Unit for procedure and objectives).

Let's decorate the cupcakes. (Children decorate the cakes).

Now we will wrap the gifts. Use any color of paper you like.

Now we are ready for tomorrow.

Procedure

Day 1, Day Before the Party

1. Students decide on the guest list (written on board).
2. Number of guests counted.
3. Students help estimate amount of refreshments.
4. Cupcakes allow an easier way of counting refreshments.
5. Color theme of party is decided by students.
6. Note paper is procured for writing invitations.
7. Teacher provides a model invitation for each child, if needed.
8. Children deliver invitations to guests.
9. Children decide on flavor of cake and decorations.
10. Shopping trip made to procure ingredients for refreshments.
11. Shopping trip made for inexpensive gifts, if necessary.
12. Cupcakes are baked by children with teacher.
13. Decoration of cupcakes by children.
14. Gifts are wrapped.

Day 2, the Day of the Party

1. Room is decorated by the students with teacher helping.
2. Liquid refreshments are prepared.
3. Record player is plugged in and record selected.
4. Music on.
5. Willing children greet and seat guests.
6. Opening of gifts.
7. Presentation of cupcakes and candles lit.
8. Leading of Happy Birthday song by lead student.

9. Students serve guests refreshments.
10. Dance music put on record player.
11. Free dance by students.
12. Students bid guests goodbye.
13. Students cleanup after party.
14. Remaining refreshments delivered to office staff, etc. by students.

Day 3, The Day After the Party

1. Children make list of gifts on blackboard.
2. Children check list of guests attending.
3. Group make up "thank you" notes.
4. Birthday person delivers the notes.
5. Teacher and children discuss party.
6. Calendar is used to find other persons' birthdays.
7. Past and future birthdays discussed.
8. Arithmetic practices for each child's birthday and years.

TELLING TIME

Objectives

1. Follows a daily schedule for school and home.
2. Tells time in terms of half-hour, hour, quarter hour and minutes.
3. Tells time in two ways, i.e., 10:50 and 10 minutes to 11:00.

Materials

1. placards
2. model clocks
3. paper plates
4. felt markers
5. clock with raised dots
6. clockface worksheets

Procedure

Telling time is taught in a restricted way that pertains to the daily schedule for school and home for each child.

Using a model clock, a real clock or a flat paper clock with moveable hands.

1. Whole hours are first verbally, written and digitally demonstrated.
2. After the hour is mastered then the half-hour is taught.
3. School schedule times are then taught.

Communication and Language

- a. What time did you get up?
 - b. What time did you eat breakfast?
 - c. What time did you come to school?
 - d. What time do you play?
 - e. What time do we eat lunch?
 - f. What time do you go to _____? (activity named)
 - g. What time do you go home?
 - h. What time do you eat supper?
 - i. What time did you go to bed last night?
4. Paper plates are made to represent clocks by the children using felt markers. Clock posters are made by the children to show their daily activities by time.
 5. Calendar concept can now be added.

Communication and Language

What do you do on Monday at _____?
time

Who is your teacher on Tuesday at _____?
time

6. Minutes are then taught preferably by using clocks with raised minute marks which will tactually aid pupil. (Raised markers can be sandpaper dots).
7. Alternate ways of telling time is then taught, i.e., this is the same.



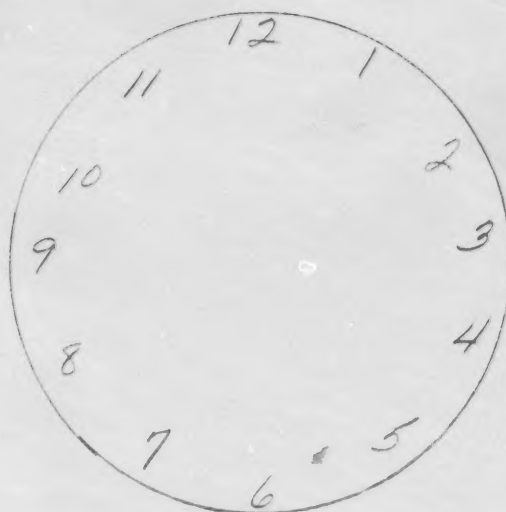
10:50



10 minutes before 11

1. Sample clockfaces to teach each concept.
2. Minute hand should be stationery.
3. Hour hand should be moveable.

:00 (o'clock)

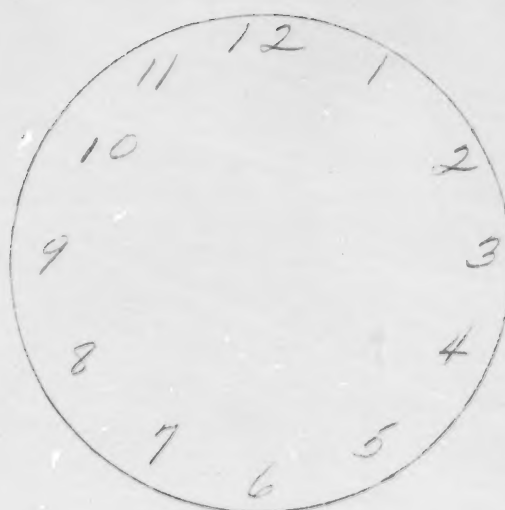


:30



:15

:45



SAMPLE POSTER

I get up at 7:00.

Can have a picture of
child getting up.



I eat breakfast at 7:30.

Picture



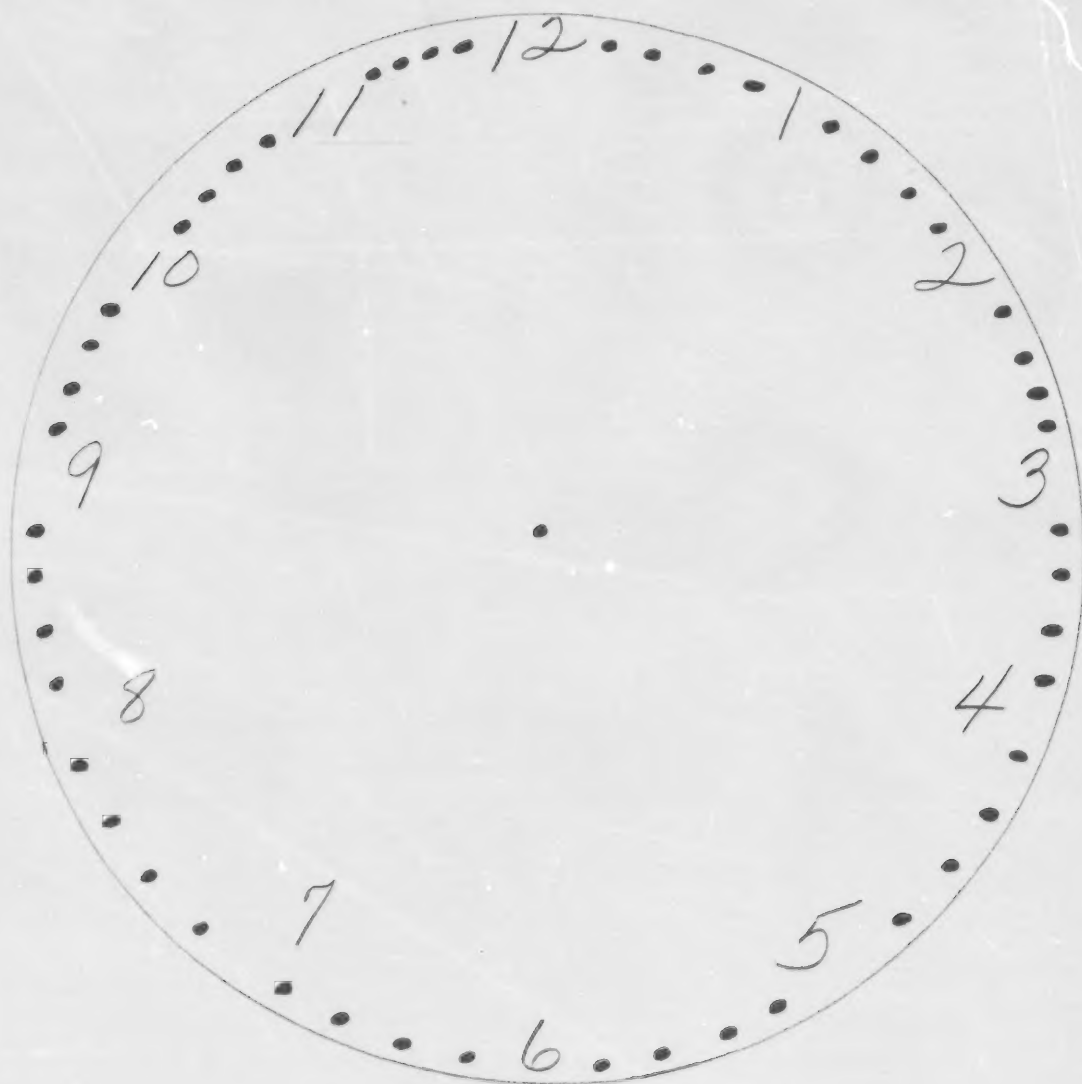
I come to school at 8:30.

Picture

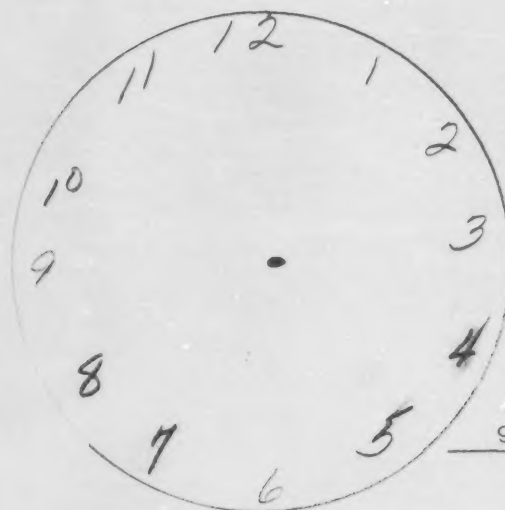


SAMPLE CLOCKFACE TO TEACH MINUTES

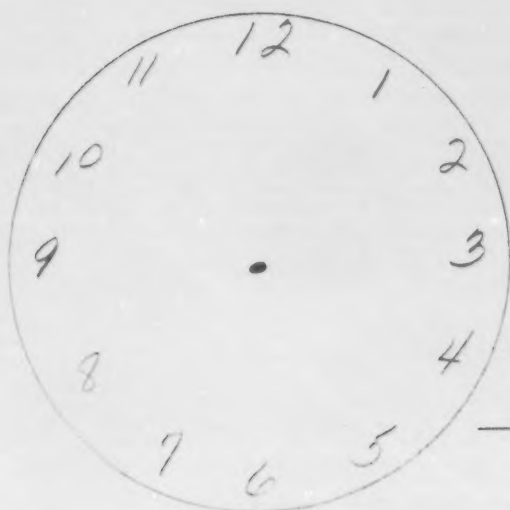
Child must be able to count to 60. Both hour and minute hands should be moveable.



Dots should be raised.

SAMPLE CLOCKFACES

9:10



8:05



SCHOOLROOM MAINTENANCE

Objectives

1. Receives and expresses verbal and written language given in form of requests or orders.
2. Knows value and useability of materials and use of tools or supplies.
3. Sorts and classifies objects in specific tasks.
4. Develops specific hand skills through cleaning processes.
5. Takes safety precautions, i.e., use of electrical sweeper.

Equipment Supplies

1. All objects necessary are contained in the desks and lockers.
2. All equipment is generally available in the housekeeping department.

The schoolroom may be used as a basic location for practicing cleaning since no mock equipment or objects will be needed. Everything is already available.

Communication and Language

Clearing out the cleaning children's desks and surfaces affords an opportunity to test speech discrimination and practice in receptive and expressive language. The plan for the project can be put on the board. It may be written and read by the teacher and students thus: Advanced students are expected to eventually do the board work and cooperate with each other on writing the daily schedule. The teacher only helps when needed for correcting language.

1. Let's clean out our desks today.
2. We have things to save.
3. We have things to throw away.
4. Let's see what is in our desks.

At this point teacher can ask:

1. What shall we do with this?
2. Shall we save it? Why?
3. Shall we throw it away? Why? (sorting and judgment)

On the board can be added:

1. Let's put our old papers and drawings in our lockers.
2. Clear off the locker shelves first.
(Again classifying and judgment can be observed here.)

At this point the teacher can ask:

1. Where do you want to put your drawings?
2. Shall we put your (games, toys, etc.) on this shelf?
3. Put all your books together.

An attempt can be made to put like things with like as to general classification, use, color, shape, or whatever is agreed upon by student and teacher.

After desk and locker materials have been reasonably handled, furniture cleaning is the next step.

At this point teacher writes and speaks:

1. Let's clean our desk tops.
2. Get the cleanser. Use just a bit.
3. Get a rag for yourself.
4. Wet the rag. Now wring the rag.

In the beginning stages, generally, children need to be helped in the proper holding of a rag, so that it is not rolled up in a ball. Also wringing is difficult for small hands.

Whole surfaces of desks and chairs can be cleaned off with damp rags after the difficult cleaning with cleanser or soap.

Locker doors and drawers can next be cleaned with a soapy solution and rinsed.

The format as before can be used:

Let us clean our locker doors.
Let us clean the locker drawers.

Then: Let us clean the fingerprints from the door. Who wants to clean off the big table.

The question then can be asked:

1. Shall we vacuum the rug? Who wants to use the vacuum cleaner?
or
2. Shall we sweep the floor? Who wants to sweep today?
3. Make sure your hands are dry.

There always seems to be a volunteer for vacuuming and sometimes competition. After this activity, all of the above can be reviewed in past tense in a brief way not to overwork the material. If this activity and class is done every week, there will be sufficient practice time to master the language of this unit.



HOUSEKEEPING UNIT

Apparatus must be geared anatomically to pupil. Do not use toy apparatus.

Objectives

1. Follow directions.
2. Completes task.
3. Practices safe, careful, sanitary use of equipment, materials and self.
4. Able to work within a group.

Materials

1. broom
2. dust mops - commercial janitorial dust mop for hallway -
triangular dust mop under beds and in corners
3. dust pan and brush
4. tagboard placards
5. vacuum cleaner
6. cleanser
7. command cards
8. damp cleaning cloth
9. rinse cloth
10. placards

Procedure

Pupil is helped with all tasks until he is proficient enough to work alone.

Communication and Language

1. Blackboard: We will sweep and mop today.

_____ get the broom.
name

_____ get the mop.
name

_____ get the dust pan and brush.
name

2. Placards are shown which state:

- a. Sweep the floor.
- b. Pick up the dirt.
- c. Dust mop the floor.

At first pictures accompany directions, later only the written and verbal directions are given.

A.

Sweeping and Dustmopping

1. All corners of the hallway and room are to be felt with the broom.
2. Select a lighted area for gathering dust and refuse.
3. Sweep dust and refuse into dustpan with brush.
4. Rhythm of work is taught for greater efficiency and conservation of energy (how to walk as they mop or sweep).

B.

Room Maintenance

1. All cleaning items are labelled as well as the objects to be cleaned.
2. Sentences in command form are given (verbally and written on command cards).
 - a. _____ get the vacuum!
name
 1. safety measures of not having wet hands when plugging in
 2. plugging in
 3. not tangling oneself in cord
 4. switching machine on and off
 5. rubbing along the baseboards rather than hitting
 6. check rugs on knees for missed items
 - b. _____ move the desk, chairs, tables, etc!
3. Student chooses or is selected to damp clean the room.
_____ clean the desks, tables, chairs, etc.
name
4. _____ clean the bathroom!
name
 - a. Trying to teach judicious use of abrasive cleaners is difficult and a measure is used to prevent waste and spillage.
 - b. Student is taught to feel his way across the entire surface of fixture he is cleaning
 - c. After the rubbing process is over, feeling for the slippiness of the rinsed utensil is demonstrated
5. Proper storage of cleaning utensil after cleaning is over.



HOUSEKEEPING UNIT

DAMP MOPPING

Damp mopping may sometimes be requested by a housekeeping supervisor. It may be an in-between operation merely intended to take up excessive tracking during the business day. Or it may be meant to pick lint and dust where dust mopping is not appropriate, e.g., some areas of a hospital.

Objectives

1. Cleans floors according to instructions.
2. Initiates safety procedures and carrying through.
3. Using judgment where there is walking traffic.

Supplies

One medium weight galvanized bucket (cone type) (wheeled, if possible)
warm water

Communication and Language (always practiced on a jobsite)

1. We want you to mop up all these tracks.
Put up the signs, and rope - CAREFUL, WET FLOOR
2. Get the dust that is rolling around too.
3. Do one side of the room (hall) first. Move all light furniture.
4. Mop all the way down.
5. If the water is dirty, change it.
6. Not too much water.
7. Fill it up to the cone.
8. Wet your mop.
9. Now squeeze the water out all you can.
10. Mop like a big eight (help trainee here)
11. See its just like dancing. (rhythm prevents early fatigue)
12. Move the sign. Let the people walk on the dry spots.
13. After you do both sides, then mop the middle.
14. Look everywhere for puddles.
15. Wipe them up.
16. Take your mop and bucket to the broom closet.
17. Wash out the mop. Clean it well.
18. Squeeze the mop dry.
19. Hang up the mop where it will dry.
20. Wash out the bucket. Dry it.
21. Wash and dry your hands.
22. Turn out the light and close the closet door.

Make sure the trainee cleans well along the edges, since much dust collects along them. Cleaning up mud will take many changes of water. The trainee will be expected to use good judgment after reasonable correction and help.

HOUSEKEEPING UNIT

WET MOPPING

Wet mopping is an integral part of hospital housekeeping since most floors are linoleum, vinyl or tile. This unit will not consider the use of waxes or special products at this stage. Soap and water are considered good cleaning articles by most sanitation experts. A mild detergent other than soap may be used at the discretion of the instructor.

Objectives

1. Cleans floor surfaces satisfactorily.
2. Follows safety procedures.
3. Completes all sections of this unit satisfactorily.
4. Uses measurements.

Materials

1. two buckets on wheeled platform - cone type buckets should be used first
2. soapy hot water (or a safe detergent)
3. clear cool water
4. medium weight mop
5. broom - dust pan
6. sign stating: CAREFUL, WET FLOOR

Directions

Communication and Language (on jobsite)

1. Let us mop the floors. (Move all (light) furniture out of the way.)
2. First sweep up the floors.
3. Fill up your soapy bucket. (Be careful the water is not scalding.)
4. Don't put in too much water.
5. It is hard to push a big bucket full of water.
6. Now fill the other bucket.
7. Do not put in any soap.
8. Now let us start in this corner.
9. Push the mop back and forth.
10. Move it in circles.
11. Like this. Let me help you. (hand guidance)
12. Finish one small part.
13. Then rinse it with the clear water. (Squeeze out the mop.)
14. Watch where you are cleaning.
15. See how shiny the wet floor is?
16. Now clean the dry part.
17. Do this all through the room.
18. Look the water is getting dirty.
19. Let's change it.

20. Change the water every time it gets too dirty.
21. Squeeze the mop very dry.
22. We do not want to slip on the floor.
23. When you finish, wash the mop.
24. Wash out the buckets. Dry them out or turn them upside down.
25. Put everything away where you got it.
26. Wash your hands.

If the trainee cannot get the idea of hard pressure on the soapy mop, help him and show him how to apply pressure.



HOUSEKEEPING UNIT TOILET BOWL AND URINAL CLEANING

IMPORTANT NOTE

In public institutions, toilet cleaning needs many precautions not considered in home cleaning practices. Preventive techniques are to be observed to prevent spread of infection and disease.

Objectives:

1. Maintains sanitary techniques.
2. Understands dangers of laxness.
3. Completes an acceptable job.
4. Aids in protecting the public health.
5. Able to count to 50.

Materials

1. fiber toilet brush
2. soap powder
3. cleanser
4. rubber work gloves
5. mop
6. sign - CAREFUL, WET FLOOR

Communication and Language (in classroom and on jobsite)

1. We must clean the toilet bowl.
2. The toilet bowl is dirty.
3. Sometimes it smells bad.
4. We want to make it clean.
5. Pour one teaspoonful of soap powder in the toilet.
6. Put your gloves on.
7. Wait for the soap to get soft.
8. Now put your brush in the bowl and move it around.
9. Scrub everything well.
10. Scrub off the toilet seat.
11. Scrub everything fifty times, count to fifty.
12. Now flush the toilet.
13. Wash everything off with clear water.
14. Rinse it off again.
15. Shake some cleanser into the bowl.
16. Now scrub inside and out again.
17. No cleanser on the seat.
18. Scrub 25 times.
19. Flush the toilet
20. Scrub every toilet bowl like that.

21. Mop the floor. Look it is all wet.
22. Then take off your gloves after you wish them.
23. Put everything away.
24. Wash your hands.

Note: No chemicals or disinfectants have been mentioned here, since soap and water will do the basic job. However, if a jobsite ordinarily uses a certain chemical, the trainee will be shown how to measure out the product.

HOSPITAL HOUSEKEEPING UNIT

Apparatus must be geared anatomically to pupil.

Objectives

1. Able to follow instructions and take criticism.
2. Completes a task.
3. Practices safe, careful, sanitary use of materials, equipment and self.
4. Uses simple quantity and measurements.
5. Able to work within group structure.
6. Read simple commands and follow directive.

Materials

1. two buckets
2. soap powder
3. measuring cup
4. two soft rags
5. large scrub brush
6. newspapers
7. liquid soap
8. rubber gloves
9. Q-tips
10. paper towels
11. smock or apron
12. placards

Pupil is helped with wall tasks until she is proficient enough to work alone

Do not work with caustics.

Procedure

Communication and Language

We work at the hospital today.

Let's wash a bed.

We need two buckets - warm water, soap powder and 1/4 cup for measuring soap in one bucket and just warm water in the other bucket.

We need two soft rags. Find two pieces of towel. They are soft.

Hospital

Bedstead Cleaning

99

Buckets are placed on a moveable stand to prevent tripping over or bumping into them.



There are no mattresses on the beds.
 First we place newspapers under the beds.
 Second we wash the top and rails of the bed with soapy water.
 Third, we rinse with water, warm and clear.
 Then we do the same to bottom rail and post.
 We wash the pipes on the side of the bed and then rinse.
 Last we dip the big brushes in the soapy water.
 Shake the brushes, wash the springs, then rinse and dry with towels.
 Move the bed and pick up the newspapers.
 Dry the floor.

Bedside Tables and Chairs

Same procedure used as above.

Instrument Cleaning

Preliminary Cleaning - Blunt and relatively easy to clean - non-dangerous.

The instruments are given to trainee and he is shown how to measure 1 oz. green soap to a quart of warm water.

Puts on rubber gloves. Uses a hand scrub brush and Q-tips. He scrubs each instrument singly with a brush. Uses Q-tips for small apertures. (instruments) or openings (apertures).

As each piece is scrubbed, it is rinsed under warm running water and placed on paper towels to drain.

After washing and rinsing it is further dried with towelling and shaken.

Instruments are then placed on towels after drying upon instrument table in prescribed order.

Sterilization procedure carried out by nurses.

More complex cleaning and the use of chemicals is avoided until one is sure the child has full knowledge of the danger present in the misuse of some chemical compounds.

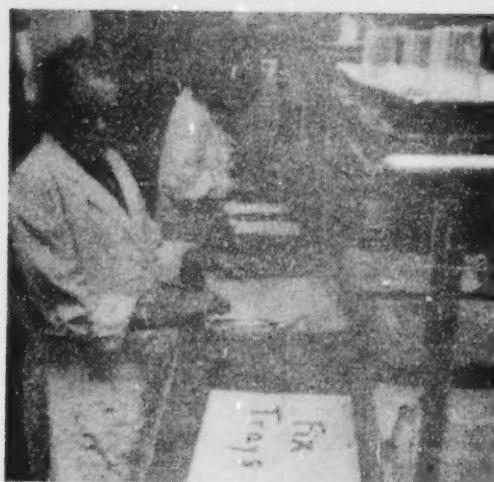
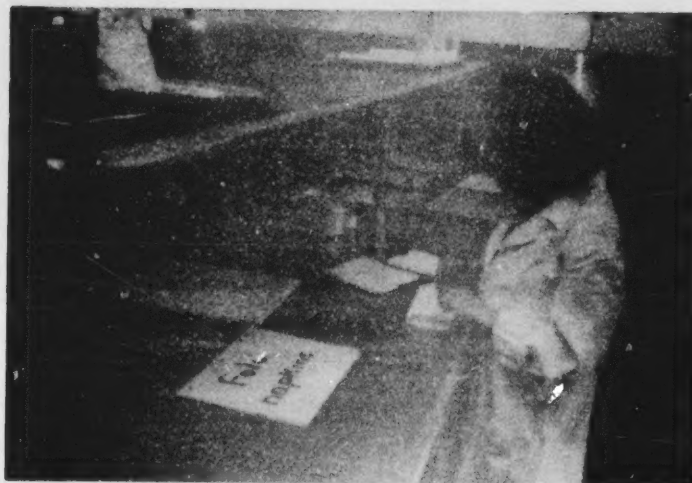
Diet Tray Setting

Many napkins folded when doing this project of future use.

Children wash hands, put on clean smock or apron.

Taught not to breathe directly - cough over trays.

Open napkin fitted upon clean tray.



Pupil folds another napkin, place all items in table setting manner.

All trays set in a line, where food is served.

SHOPPING UNIT

Portion of the following unit describing pupil going into the store alone and purchasing product independently has been found inapplicable for the totally blind child because he would be unable to distinguish location and labels. The asocial or psychologically affected person has also been found incapable of completing this part of task.

In this unit, we teach the prices of items to be bought. An integral part of this unit is practice in understanding money at a simple level.

Primary Objectives

1. Moves independently in familiar surroundings.
2. Becomes better acquainted with community store.
3. Practices store etiquette.
4. Knows monetary value of penny, nickel, dime, quarter, half-dollar, dollar.
5. Knows amount when coins are grouped.
6. Knows relation of values among the coins, i.e., 5 pennies - 1 nickel.
7. Able to purchase designated product.

Secondary Objectives

1. Reads and understands common signs.
2. Practices traffic safety.
3. Understands time concept of yesterday, today, and tomorrow.
4. Shows his understanding by doing verb tense transposition.

Materials

1. store products
2. actual coins (not play money)
3. blackboard equipment
4. flash cards - containing item name and price
5. traffic signs

Procedure

Classroom

1. Items which are to be bought in the local grocery store are first purchased by the teacher and brought to the classroom as models in preparation for the actual shopping done by the children of the class. The vocabulary of the shopping is stressed in spoken and written or Braille form. The object to be purchased by each child is examined and the price noted. Then the actual teaching of how to make change or select

the right amount of money for purchase is put into effect.

Communication and Language

On the blackboard: Today we will go shopping.

 will buy for \$.

name what how much

Each child is listed separately in a full sentence.

Each child is given a specific item to buy. After sentence is written on the board, the actual object is placed on the child's desk. (Child places object taken from many, if he is able.)

Child counts the amount of money needed or help is given when child needs it.

2. A model store is set up in the classroom and each student takes a turn as shopper and groceryman.

Model store contains a variety of items. Child must select his designated product among the varied ones in model store.

Child places flash card under item and counts out correct amount of coins for purchasing.

For variety children can buy other items by matching coinage-word to item

Store

1. Teacher shows children the way to the store and assists them in their purchase.
2. More able child helps the child who is unsure of procedure.
3. Mobility - children walk to the store, leading the teacher or aide (note travel unit).
4. Children enter the store alone and locate the same items practiced. The teacher enters store in a short time and checks with the students to see if they have located their designated items and paid for same. If child needs help, it is given on the spot.

Classroom

Communication and Language

1. Discussion of how much each item cost or any other pertinent data relevant to the shopping expedition.

2. Tense of verbs on board are changed.

Today we ~~will go~~ shopping.

bought
~~my buy~~ for \$
name what how much

Child's involvement increases (erasing and placing correct tense) as self-confidence grows.

Extension

1. Entry on blackboard for follow-up state:

Tomorrow (or day stated) we will cook.

or

Tomorrow we will make _____
what

2. Ability of child determines the assigned complexity of his shopping expedition.



COOKING UNIT

Every cooking unit is a follow-up of the previous days shopping to show a logical continuity for buying and preparing food. Each child participates in the two units.

Primary Objectives

Food Preparation Skills

1. Prepares bread in a variety of ways - using spreads, sandwiches - making different types of toast (regular, french, melba).
2. Peels fruits and vegetables.
3. Melts butter and shortening.
4. Pops corn.
5. Cracks nuts, separates meat from shell
6. Shreds, grates, scrubs, grinds, dices, chops, cuts, slices.
7. Cooks eggs in variety of ways.
8. Prepares dough - kneads, rolls, shapes or cuts, bakes.
9. Makes simple salads.
10. Boils water, soups, commercially prepared foods.
11. Cooks fruits and vegetables in a variety of ways.
12. Cooks commercially prepared meals or products, i.e., cookies, biscuits.
13. Uses commercial mixes - cakes, pies, puddings, main dishes.
14. Cooks a simple meal with a minimal amount of help if needed.

Secondary Objectives

Related Skills

1. Opens cans with can opener and puncher.
2. Uses a blender, masher, ladle, grater, spatula.
3. Measures using cup and spoon measures.
4. Uses knife, fork, and spoon properly.
5. Releases ice cubes.
6. Recognizes milk in diversified shapes - can, box, carton.
7. Cleans stove, refrigerator, floor, table, work area.
8. Sweeps and mops.
9. Organizes drawers, cupboards and refrigerator.
10. Makes shopping list.
11. Purchases food.
12. Sets the table
13. Operates stove controls.
14. Practices table manners and common courtesies.
15. Uses kitchen safety.

Materials

1. utensils and products related to specific cooking lesson
2. blackboard equipment
3. tagboard and felt pen
4. flash cards

ProcedureClassroomCommunication and Language

1. Review of the products bought yesterday.
2. Mock kitchen set up by children; utilizing tools and utensils necessary.
3. Verbal or written orders given to each child to locate utensils and food to be used for the days cooking.
4. Recipe written on blackboard in simple form (this should be transferred to tagboard so that it can be posted on kitchen wall), note: salad lesson for simplicity.
5. Children given labels (flash cards) for each utensil, mock stove, apron and eating utensils.
6. Each child mimes the preparation of the food products, going through the action of mixing and cooking.
7. Children then do table setting and serving of meal.
8. Common courtesy taught such as, please, thank you, etc.

KitchenA. Preparing Food

1. Children place objects in locale of working area.
2. Wash hands.
3. Put on aprons.
4. Select which product they wish to prepare.
5. Instructions given on stove controls.
6. Kitchen safety stressed - handles of pots turned in, use of pot holders, etc.
7. Food prepared - note sample unit.

B. Serving the Food

1. Child assigned to set the table.
2. Second child assigned to serve.
3. Third child makes and serves the beverage.
4. Table manners and courtesies stressed.

C. Clean-up

1. Children select tasks or in event of confusion teacher assigns tasks.
 - a. remove and wash dishes
 - b. dries and puts dishes away
 - c. wipe off stove, table, refrigerator, sweep kitchen and dining room

Classroom

Extension

Past tense of drill practice sentences the following day.



SAMPLE COOKING UNIT IMaking PunchObjectives

1. Understands simple measurements. (as required by recipe below)
2. Mixes
3. Stirs
4. Removes ice cubes from trays.
5. Pours

Communication and Language

Let's make _____ (name of punch)

We need: a pitcher (be sure it is manageable)
 a mixing spoon
 1 package of mix
 ice cubes
 glasses

Put the mix in the pitcher.

Put three mix envelopes of water in the pitcher.

Put six ice cubes in the pitcher.

Mix it up.

Pour it into glasses.



SAMPLE COOKING UNIT IICooking Can SoupObjectives

1. Uses convenience foods.
2. Understands simple measurements. (as required by recipe below)
3. Uses stove top safely.

Materials

1. stove
2. soup
3. milk or water
4. spoon
5. pan
6. bowls
7. crackers or bread

Communication and Language

We will cook _____ soup.

Shall we put water or milk in the soup?

We will put 1 can of milk (or water) in the pan.

We mix the soup and milk (or water) in the pan, together.

We put the pan of soup on the stove.

We turn the heat to hot (or gradation of stove).

The soup boils.

We mix it.

Turn the heat down.

We put the soup in bowls.

We will have crackers or bread with our soup.



SAMPLE COOKING UNIT III

Adaptation of Waldorf Salad

- 1 Large apple
- 1 Large orange
- 1 Medium banana
- 1/2 cup raisins
- 1/3 cup mayonnaise
- nuts optional - depending upon childrens' ability to chew

On Blackboard

Communication and Language

Today we will make a fruit salad.

We need _____ (list ingredients).

Peel the banana, orange, and the apple (if chewing is a problem).

Cut the fruit in small pieces.

Wash the raisins.

Put all fruit and raisins in a bowl.

Put in mayonnaise.

Mix it all together with a spoon and fork.

What kind of drink shall we have?

_____ wants to make _____.

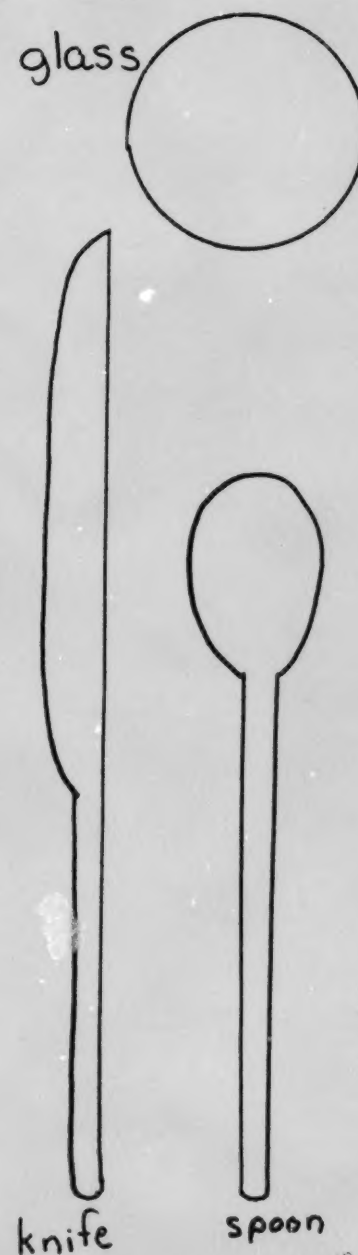
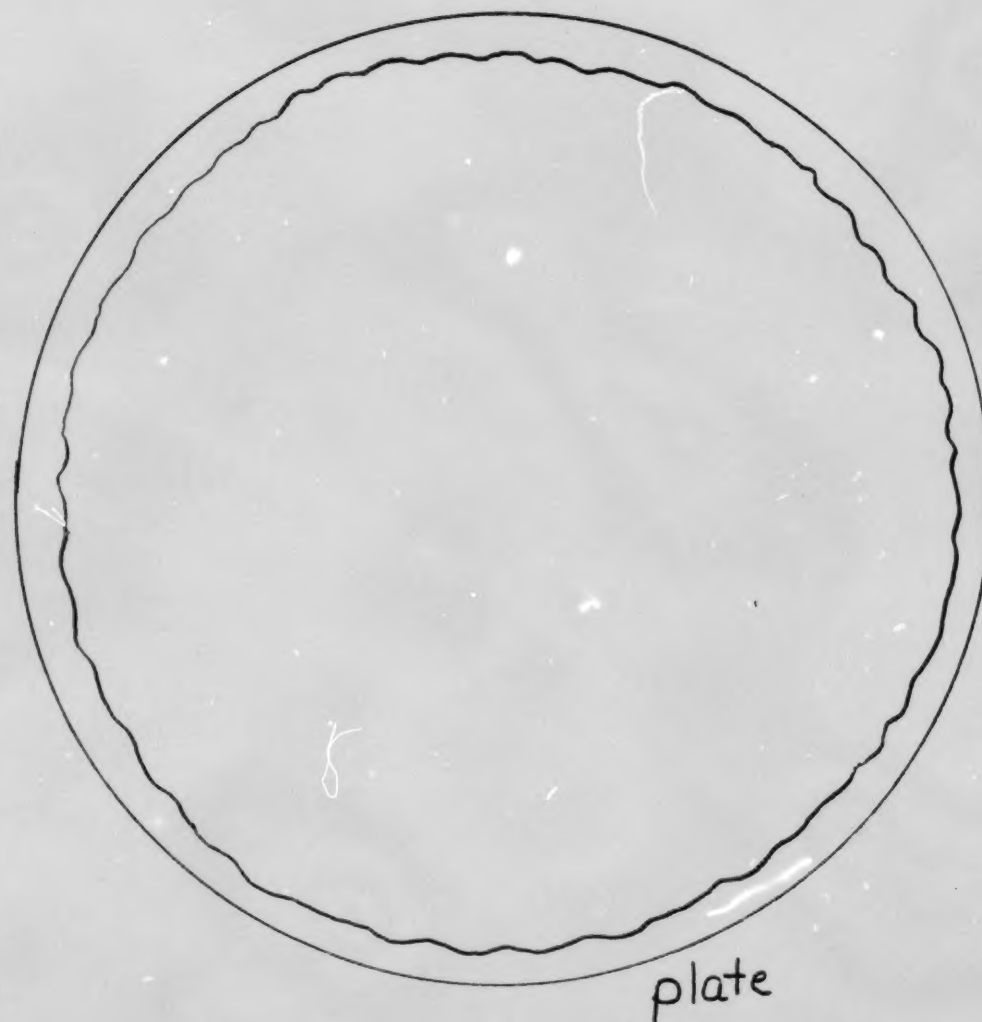
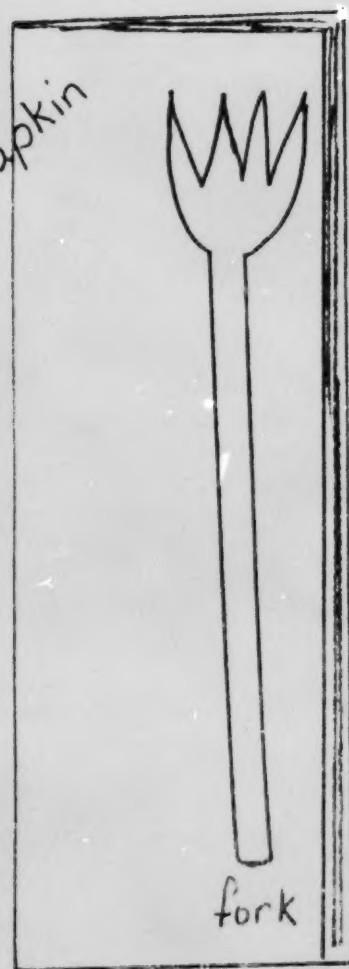
child's name

beverage name

We will have _____.

beverage name

Next day tense must be changed for review



LUNCHEON
(HAMBURGER AND FRENCH FRIES)

Objectives

1. Able to peel and cut vegetables.
2. Cooks a simple meal with a minimal amount of help if needed.
3. Cleans stove, refrigerator, floor, table, work area.
4. Sweeps and mops.
5. Sets the table.
6. Operates stove controls.
7. Uses kitchen safety.
8. Releases ice cubes.

Ingredients

hamburger
buns
potatoes
salt
pepper
oil
mustard

Supplies

peeler
knife
wax paper
skillet
stove
spatula

Action Words

pour (the oil)
wash (the potato)
peel (the potato)
cut (the potato)
pat (the hamburger)
fry (the hamburger)
(the potato)
turn (the hamburger)

Teaching Aids

flash cards - print/braille
pictures
posters



pocket chart
actual items
felt board for place setting

Procedure

A. Classroom

1. Present objects
 - a. say word
 - b. have child imitate
2. Show words
 - a. say word
 - b. have child imitate
 (after each word said, place it by corresponding word)
3. Match:
 - picture - object
 - word - word
 - picture - word
 - object - word

B. Kitchen

1. Review words.
2. Each child chooses a potato, washes it, peels it, and cuts into fries (put aside).
3. Pat own hamburger, place in skillet, turn as it fries.
4. Place potatoes in skillet.
5. Drain potatoes and hamburgers on hand towels.

C. Table Setting

Have on a felt board, on a poster and an actual setting of utensils; child will be able to use any of these as examples.

D. Menu

hamburger
french fries
orange/grape drinks
carrot sticks
tomato slices
dessert (optional)



E. Cleaning

Chores written on pocket chart with children's names on flash cards for insertion.

_____	set the table.
_____	wash the dishes.
_____	rinse the dishes.
_____	dry the dishes.
_____	wipe the table.
_____	clean the stove
_____	sweep the floor.

Reinforcement

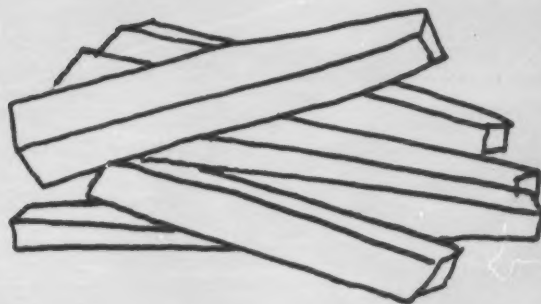
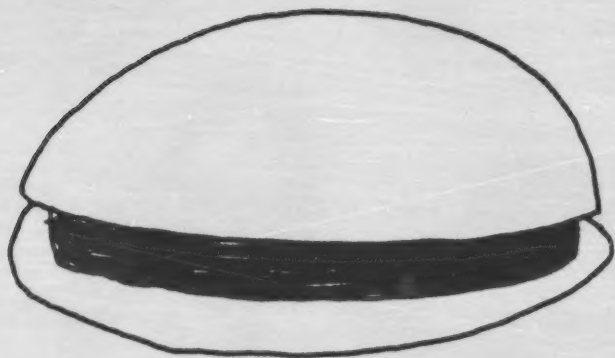
1. Worksheets (matching words - objects "picture").
2. Simple sentences - fill-ins
 e.g. - Peel the _____.
 _____ the hamburger.
 Have flash cards available for reference.

Follow-up

Table setting vocabulary:

table
 chair
 knife
 fork
 spoon
 plate
 glass
 napkin

(Again flash cards should be available.)



hamburger

bun

potatoes

salt

pepper

oil

mustard

Place on poster, match 3x5 cards to poster words. Also match objects to words. This can also be made into a reinforcement sheet.

pour (the oil)

wash (the potato)

peel (the potato)

cut (the potato)

pat (the hamburger)

fry (the potatoes/hamburger)

turn (the hamburger)

Action words placed on 3x5 cards to
be presented as task is done.

peeler



knife



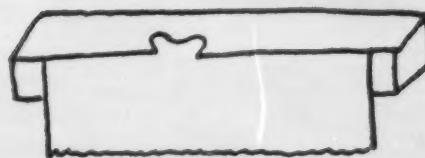
spatula



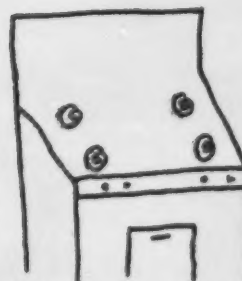
skillet



stove



wax paper



Reinforcement sheet after cooking,
and using 3x5 cards.

pour

wash

peel

cut

pat

fry

turn

peeler

knife

spatula

Directions: cut along lines for flash
cards, to be used in classroom or kitchen.

skillet

stove

wax paper

hamburger

buns

potatoes

salt

pepper

oil

mustard

Chores

(Chores placed in pocket chart.

PUPIL'S name placed by each chore.

Each cooking session, chores are changed.)

Set the table

wash the dishes

dry the dishes

wipe the table

Sweep the floor

clean the stove top

MONEY MANAGEMENT UNIT

Objectives

1. Learns concept of earning money for work.
2. Saves for a specific purpose.
3. Budgets on a low scale.

Materials

1. coins
2. calendar
3. jars or boxes labelled for days (Monday - Saturday) for coinage -- spending money
4. envelopes or boxes for saved money
5. paper squares to represent no money earned
6. equivalence cards.

Procedure

A specific example must be used to illustrate this unit.

"A" works every morning for one-half hour helping serve food in the dining area and receives 50¢ for that half hour work. Generally he will work an average of 20 school day mornings. This should net him approximately \$10.00 per month, negating absences.

This \$10.00 should be presented to the worker in cash and broken down into 25 or 50¢ pieces for him.

A daily allowance considered adequate for the time is placed in a jar and daily the student uses it. The gross is kept in a savings box and a goal is set by the pupil as to what he will do with his savings.

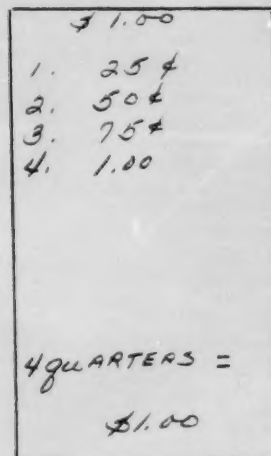
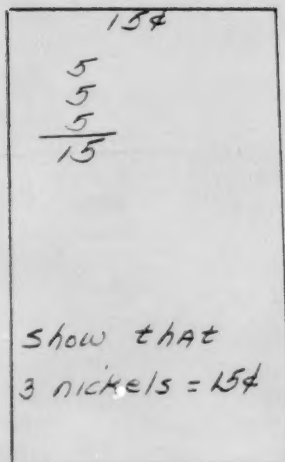
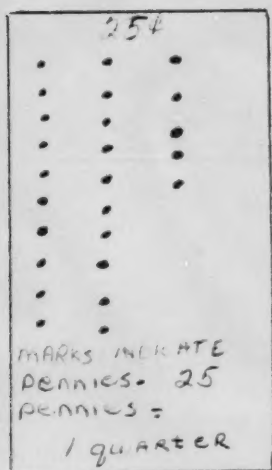
- Suggestions are:
1. Banking, if this can be understood.
 2. Saving for a specific object.
 3. Saving for Christmas and birthday gifts.
The final decision should be left up to the pupil.

Communication and Language

You worked 21 days this month.
 You get 50¢ for each day you worked.
 How much did you earn?
 How much will you spend each day?
 How much will you save?
 What will you buy with the money you save?
 Where will you buy it?

1. Pupil must get money from employer or school office personnel. He must sign a receipt for money earned.
2. Money is changed into appropriate coinage -- equivalent cards can be used to show how much he has earned.
3. Money is placed on calendar for each day worked.
4. For missed days a square piece of paper is placed over date with words "did not work" upon it.
5. Daily allowance is agreed upon by student.
6. Money agreed upon is placed in envelopes and then on Monday the money for the week is doled into jars by pupil.
7. Remainder (saved) is placed in box and it is explained that this can be used for something special.
8. Near the holiday and birthdays of friends - begin to ask "Would you like to buy _____ a present?"
9. Pupil must save from weekdays for Sunday spending.

EQUIVALENCE CARD SAMPLES



TRAVEL AND ORIENTATION

This lesson is geared for the deaf-blind child who has limited vision. With a totally blind child who is also deaf, concerns would involve trailing, squaring-off, and cane techniques as well as learning to use a sighted guide.

Objectives:

1. Travel independently within school and home.
2. Practice traffic safety.
3. Use external mechanical controls to stop traffic.
4. Interpret traffic lights.
5. Use all senses to aid in travelling.
6. Able to enter and exit a car properly.

Materials

1. traffic signs
2. model cars
3. model people
4. street scene
5. chair
6. placards

Procedure

Communication and Language

Let's cross the street.

We must wait for the cars to stop.

The light is green, we may go.

The light is red, we must stop.

- A. Drive toy cars along a path with model pedestrians—set up a street scene – houses, trees, cars, people, traffic lights, etc. – role play.

1. Cars move, pedestrians must stay on the sidewalk.
2. Light changes to green for pedestrians or says "walk", pupil look to make sure cars stop then move pedestrians across the street.

- B. Set up a chair for car, one pupil sits in the chair, use paper to make streets and crosswalks.

Have a pupil act as pedestrian.

Other pupil operates traffic control. Each pupil is given opportunity to play all parts.

- C. Walk around campus, point out signs around the school - stop, one-way, yield, children, etc.
- D. Walk around the outer edge of campus - not crossing streets - point out traffic lights, stop signs, traffic, tactual clues, different types of walking material: dirt, grass, cement, etc., slant of terrain; uphill, downhill, level, visual cues: mailboxes, trees, walls, driveways, olfactory cues: flowers.
- E. Visit parking lot of school - have children note that they should not walk behind parked cars, the cars may move unexpectedly. Show in the classroom what might happen if they are behind a car and it moved. Shin guards and padded bumpers on pedal cars, demonstrate on pupil.

F. Crossing the Street.

Classroom - go over street crossing procedure.

After crossing, proceed down the street, noting all of the external cues as mentioned in (D).

G. Entering and Leaving a Car

Instructions Given Using a Car

1. How to open a car door.
2. How to step into a car and slide over if others are entering.
3. Locking doors before car starts.
4. Using a seat belt.
5. Remaining in seat once the car starts and doing so until arriving at destination.
6. Removing seat belt.
7. Unlocking door.
8. Opening car door and stepping out.
9. Closing door after checking that all fingers are out of the way.

TRAVEL UNIT II

Using Public Transportation to make a purchase in a downtown shopping center.

Objectives

1. Meet schedules.
2. Learn fares to be paid.
3. Learns embarkation points (bus stops).
4. Learns debarkation points.
5. Understands the mission to be accomplished.
6. Uses elevators and escalators efficiently.
7. Learning to deal efficiently with sales personnel.
8. Understands paying for articles and change. (arithmetic)
9. Understands how to reverse travel patterns to return home.
10. Practices safety measures in travel.
11. Knows the language of travel in all tenses.
12. Uses schedules.

Materials

1. money for fares
2. blow-ups of bus schedules
3. a play store
4. a play bus and fare box
5. card showing the word or words for the desired purchase, i.e. "Umbrella"
6. a price to be agreed upon, e.g., \$3.00
7. card showing bus number and bus name
8. card showing school name and address

Classroom Practice Procedure

The objective of the trip is first discussed.

For instance, the purchase of an umbrella as a gift from the group.

We should find out what the birthday child would like, or needs.

Communication and Language

We should buy a birthday present for _____.

Let's go downtown and find something nice for _____.

We will pretend we are going to the store first.

Shall we buy an umbrella?

_____ needs an umbrella, she lost her blue one.

Or shall we buy _____ a coloring book?

Yes, an umbrella might be best.

We will go downtown on Bus # _____.

Here is Bus # _____ (bus made up of chairs in class).

Give the driver _____ \$. (The driver says, put the money in the box)

Each child deposits his real money fare in the play box.

Here we go, driving to the store.

Let's get off and buy our birthday present for _____.

(Teacher or Aide takes place of salesperson.)

What would you like, children?

Children say the word or show their card reading "Umbrella".

Here are the umbrellas. What color do you like?

We only have blue and black today.

A blue one is nice.

It costs \$2.75 and tax.

Altogether that is \$2.90.

\$2.90 from \$3.00. Here is 10 cents change. \$2.90 and 10 cents makes \$3.00.

I will wrap it up. Here it is, all wrapped up.

Thank you. Goodbye.

Now lets go back to school. Let's find our bus home.

(Bus stop may be marked by colored paper on classroom floor.)

Bus stop is shown to children and group waits for the right numbered bus.

"Get on the bus" be careful, hold onto the rail.

Here we go, back to school.

Here we are. Let's get off the bus. (be careful, etc.)

Field Trip

This group waits for the bus.

Teacher says: This green pole with the sign on it is where we wait for the bus.

Here comes the bus.

Let's get on.

(Then all appropriate parts of classroom exercise are repeated.)

Near the point of debarkation, Teacher says: Let's get off at the next stop.

Pull the cord.

Here we are.

Wait on the sidewalk.

Wait until the light turns green.

Look both ways.

O.K. let's go.

Point out the important landmarks to be remembered even if it means that you have to walk some distance to the store.

Teacher says: Here is the department store.

Go in the right hand door. (teacher helps) Then we look for the right department.

A child who is able can ask simply: "Umbrellas"?

If no one can speak intelligibly, then one can present the card with the word of the object to be bought.

If our department is upstairs, we board escalator or elevator, in somewhat this manner:

- Put your feet on the step here. (aid is given until child is able to handle this skill alone)
- Hold onto the handrail. (aid is given the child in disembarking as long as he needs this help)

Upon finding the appropriate department, selection of the item is up to the children willing to participate. Discussion of color and other features is begun.

A child so willing takes the item to the pay and wrapping counter. (Since this is a busy area, we do not discuss the operation of change and wrapping. This can be discussed in class.)

When purchase is accomplished, children are asked: "How do we get out?"

If there is no reasonable response, teacher retraces steps and explains it briefly and quietly.

The procedure of returning to origin point is then demonstrated. Children are asked: "Which way to the bus?"

Where is the _____ (Marker)?

If the concept of waiting for the same bus that brought us is on a different side of the street cannot be explained, merely state that this is the place to wait to return.

Children are put on the alert for trying to sight the right numbered bus. If there are difficulties in seeing this, a note showing the bus number and name of bus can be shown to a person on the street. The teacher will be required to do the actual finding of the right bus the first few times. It is hoped that a child can be trained to be alert for the correct bus or ask aid.

Children are given the correct fare to place in the fare box. On boarding the bus children pay their fare.

Then they are asked to watch for familiar landmarks, or to ask bus driver to let them know when they arrive at destination either verbally or presenting a card stating destination. Debarking should be closest to a traffic light as possible.

On returning to the classroom, all things written and discussed before the expedition are put in the past tense, i.e., we went downtown on Bus # _____. We went to the _____ store.

And repeat the whole lesson with action as well, if the children are able to tolerate the pressure of reenacting the expedition. If not, this can be done later in the day or the next morning.

TRAVEL UNIT III

Travelling on the subway to a selected destination and return to home base.

Objective

1. Learns to use a complex transportation system.
2. Learns to use a simple large travel map.
3. Develops a system of counting number of stops to destination.
4. Reinforce safety precautions.
5. Learn to use a money changing machine.
6. Knows fare prices and how to pay proper fares.
7. Find the right train by observation or asking station personnel for aid.
8. Learn to use written cards or notes to ask for aid.

Communication and Language

- Step I: Bus boarding (note Travel Unit II).
 Step II: Utilizing escalators to descent to ticket purchasing machines (note Travel Unit II). One dollar bill is given to student to place properly (face up) in change machine.

Let's go to the baseball game.
 The game is at the _____.
 We can go by _____ train.
 First we will take Bus # _____.
 We will pay _____ ¢ to the bus driver.
 We will get off at the _____ station.
 Then we will take the escalator down.
 We will buy our ticket from a machine.

Enactment in Classroom

Set up chairs to represent bus.
 One person takes part of driver.
 Each child throws fare into a box.
 Teacher calls out _____ station.
 All get off bus.
 Chairs are moved to another part of the room to represent the train.
 Another area is set out as the change machine area.
 Each child given one dollar to place in slot (face up).
 Change for \$1.00 is put into a cup.
 Fare is then put into another box and a ticket is given.
 Ticket is put into another box on the way to the train.
 Children and teacher enter train and go to the destination.
 Stops are shown on cards.

Field Trip

On the train the large map can be explained.

The stations can be counted to destination.

The most able student keeps score of the number of stations passed.

Members of the group are alerted to be ready to get off at the proper stop.

Return trip can be accomplished in same manner as prescribed in Travel Unit II.

- Return Trip

Classroom After TripCommunication and Language

We put \$1.00 in the machine.

The machine gave each of us \$1.00

We put _____ into the ticket machine.

The machine gave each of us a ticket.

We went to the gate.

We put our ticket in the slot.

The gate opened.

We walked to the train platform.

We asked the man, "Which way to the _____?"

He said, "Over there."

We said, "Thank you."

We waited for the train.

The train came.

We waited for the door to open.

We watched our step.

We did not want to trip.

We sat down in the seats.

Away we went to the _____.

TRAVEL UNIT IV

The objective of a travel unit must be totally practical, since each route and transportation system will probably have to be memorized by the trainee.

- First, a destination point that the trainee will be actually using and the return trip to home base must be consistently used in the training sessions. For example, the following routine was actually used to train a student to travel from his school base to the closest airport, present his ticket and board the airplane to his parents home area.

Three sets of vehicles, two fares and an airline ticket were necessary for this unit. The vehicles used were: 1) the local bus; 2) the airport bus; and 3) the airplane. The fares were, local bus 15¢, airport bus \$2.50

First, bus schedules were memorized to fit the proper departure time to the airline schedule.

Each part of the travelling procedure is practiced first in the field, then it is practiced in the classroom, so that there is some reality to the practice. Many field trips must be made before the trainee is ready for independent travel. The number of trips depends on the individual.

Before each actual trip home, a simulated trip is practiced in the classroom if the student asks for it. Real money is used during all practice sessions and the arithmetic of change is taught.

The trainees home telephone is memorized and put on identification cards in his coat, trousers and wallet. The trainee is taught to dial his home number in case there is no one to meet him at the airport. Even though he may not be able to speak clearly, his parents will know his voice and realize that he is calling from the airport. Parents will have been informed of the time to expect their child.

TRAINING FOR INDEPENDENT PRACTICAL TRAVEL

Objectives

1. Learn to understand travel routes and time tables.
2. Travel independently.
3. Understand how to ask for information.
4. Understand social interaction with service personnel.
5. Acquire efficient observation techniques.
6. Prepare for emergencies during travel.
7. Use the telephone in emergencies.
8. Utilize placards or notes.
9. Manage money.

Materials

1. coinage and bills
2. airplane ticket (already purchased)
3. classroom chairs
4. signs designating offices, stations, buses, airplanes, etc.
5. model telephone
6. baggage
7. identification cards and notes for student
8. drinking cups
9. magazines
10. maps
11. model clocks

Communication and Language

1. Tomorrow _____ is flying home.
2. _____ will leave _____ at 9:00 in the morning.
3. _____'s home is in _____.
4. Let's see where his home is on the map.
5. _____ show us where your home town is.
6. Here it is.
7. It is North, East, South West, etc.

The following is enacted within the classroom. (most of this is spoken)

1. _____ will take a # _____ bus to the bus station.
2. _____ will catch the bus at _____ (time)
3. At _____ he gets on the bus.
4. Let's all get on together.
5. _____ will pay _____ ¢ to ride on the bus.
6. We will all pay _____ ¢ to ride with him.
7. We will ride 8 blocks. Watch closely.
8. We will get off at the airport bus stop.
9. Here it is by the _____. Look at it.
10. Now we must wait for the airport bus.

11. The airport bus will come at _____ o'clock.
12. Look at your watches. Look at the clock.
13. Here comes the airport bus. It is _____ o'clock.
14. _____ gives the airport bus driver \$ _____.
15. The bus driver takes _____'s bags.
16. Away they go. On their way to the airport.
17. Now, _____ is at the airport.
18. Get off the bus.
19. Wait for your bags.
20. Now, go to the _____ airline office.
21. Don't forget your bags.
22. Give your airplane ticket to the _____ airline man.
23. Give the airline man your note.
24. The note says, "This is _____, he is going to _____."
25. The airline man takes _____'s bags.
26. He gives _____ his ticket.
27. _____ goes to the waiting room.
28. Another airline man looks at _____'s ticket.
29. The airline man says, O.K.
30. Here comes the _____ airplane.
31. It is _____ o'clock. Time to get on the airplane.

On the Airplane (still in class)

1. Take a seat in the airplane.
2. Fasten your seat belt.
3. The plane is shaking and noisy.
4. The airline ladies talk and show us what to do.
5. We put our seats up. We sit straight. The airplane is taking off.
6. Up we go.
7. Look at the clouds.
8. Look at the sun.
9. Don't look at the sun too long.
10. Look below. See the mountains. See the _____.
11. A lady comes and says, coffee, tea, coke, 7-up.
12. We take a drink. We say thank you.
13. We read a magazine.
14. "Fasten your seat belts", says the lady.
15. The lighted sign says, "fasten your seat belts".

Landing (classroom)

1. We are landing at _____, says the lady.
2. Now we get off the airplane.
3. We go to the baggage room.
4. We show our baggage ticket to the baggage man.
5. Here is your bag, says the baggage man.
6. We look for Mother and Daddy.
7. They are not at the airport.
8. What shall we do?
9. Let us telephone home.

10. _____ puts 10 cents into the telephone.
11. _____ dials the number on his card.
12. Mother answers the phone. She says, "hello".
13. _____ says, hi, I am here. Please come.
14. O.K., says Mother.
15. _____ goes outside and waits for Mother and Daddy.
16. Mother and Daddy come in the car.
17. _____ gets in the car.

The return trip will be practiced and will have less detail generally. It is of prime importance that the trainee be trained in his reversal of routes as consistently as the trip home. However, it has not seemed necessary to practice the return trip in the classroom, only in actual practice.

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PRE-CAREER CURRICULUM GUIDE FOR DEAF-BLIND

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Southwestern Region Deaf-Blind Center

Sacramento, California 95814

PART III

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PART III

PRESHELTERED WORKSHOP MANIPULATIVE ACTIVITIES



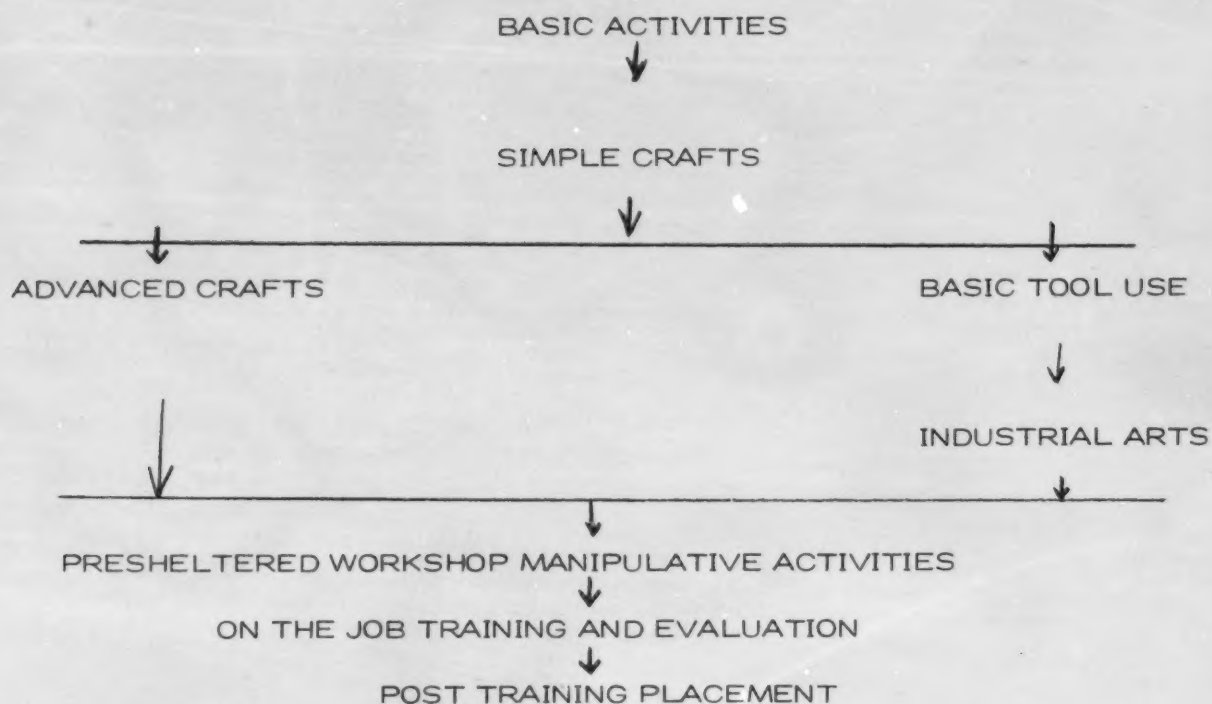
INTRODUCTION

The activities presented here are designed to help the classroom teacher in developing a simulated work experience program. Each of the activities is designed to be similar to jobs that are found in a sheltered workshop. The activities are not graded according to difficulty. All of the activities are very simple in nature. Mastery of one or all of the activities is by no means a sole indicator of possible vocational potential.

Criteria for presheltered workshop manipulative activities.

1. The activity must be safe.
2. The activity must be within the physical and mental ability range of the student.
3. There must be a long term source of very inexpensive materials.
4. The activity must be of a repetitive nature.
5. A useful product is desirable but not an important outcome of the activity.

CONTINUUM OF MANIPULATIVE DEVELOPMENT



BASIC ACTIVITIES

Stress is placed on simple skills that lead to better coordination and gross motor development. Bead stringing, peg boards, stacking blocks, form matching, etc.

SIMPLE CRAFTS

The student starts to make simple objects. Cutting, pasting, tearing, coloring, etc.

ADVANCED CRAFTS

The student starts to make more complicated objects. The difficulty in making the object increases and the time involved increases. Weaving, clay work, simple jewelry, holiday decorations.

BASIC TOOL USE

Young children are introduced to formal tool use. Generally a simple project is made.

INDUSTRIAL ARTS

The student is introduced to more complicated projects. He is expected to achieve a higher quality of work. The student is to have some idea of the names and uses of a variety of basic tools for both wood and metalworking.

PRESHELTERED WORKSHOP MANIPULATIVE ACTIVITIES

The student is exposed to a simulated workshop situation. He is to learn and gain skills in simple hand production work.

ON THE JOB TRAINING AND EVALUATION

The work experience should be outside of the physical surroundings of the school. The trial placement should be in a sheltered workshop situation.

POST TRAINING PLACEMENT

The ultimate goal is an actual job. The job can be in a sheltered workshop or other work situation.

Note: The classification is very broad and the transitions are gradual.

CHART EXAMPLES

(Either draw or use pictures with written word next to it.)

different types of saws

sandpaper

glue

nails

screws

paste wax

screwdriver

rivet gun

tape measure

ruler

scratch awl

try square

chisel

wrecking bar

hacksaw

plane

hammer

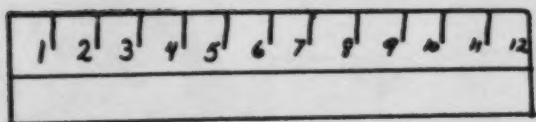
nuts

bolts

washers

Sample Chart

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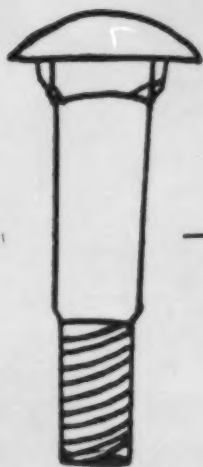
ruler



washer



nut



bolt

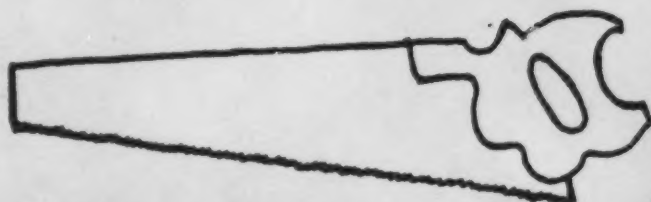


nail



hammer

saw



DAILY WORKSHEET

NAME _____

DATE _____

DAY _____

TIME _____

WHAT JOB DID YOU DO TODAY? _____

WHAT TOOLS DID YOU USE? (refer to chart, if needed)

SIGNATURE _____

Large clock on the wall



(slots for times)
 pupil's NAME IN OUT

attach
 pencil
 to chart

1. blank cards in pocket for pupil to write time in and out

2. various times on card, pupil must select correct times

JIGS AND ACTIVITIES

Many of the activities presented require some form of jig or mechanical device to aid in completing the job. The jigs designed and described here are made with simple materials and are of simple construction. The jigs are sturdy and should be long lasting. Most of the jigs are made of wood, but could be fabricated in metal using other methods of construction that would make them even more durable. All of the activities do use some materials but in most cases the materials are waste products from sources within the school and the community. Those operations that do require the purchase of materials do not use up the materials, but use them over and over.

UNIT FORMAT

There is a simple description of the Manipulative Activity.

There is a simple step by step description of the Task Procedure in completing the activity.

There is a simple description of the Task Objective that describes some of the desired results of the activity.

There is a brief description of the Potential Use.

There is a brief description of Sources of Practice Materials.

There is a simple Materials for Jig Construction list.

There is a simple step by step Jig Construction Procedure.

There is a very simple dimensioned drawing of the described jig.

Note: The drawings are very simple and are to be used as a guide.

The dimensions may change according to the particular application of the activity.

PAPER FOLDING

Manipulative Activity

The student is to place a standard sheet of 8-1/2" x 11" paper in the folding jig and fold it into three parts.

Task Procedure

1. The jig is opened.
2. The paper is placed in the jig.
3. The metal part of the jig is closed.
4. The paper is folded and creased.
5. The paper is removed and placed in an appropriate pile.

Task Objective

The student should be able to fold paper neatly, rapidly and stack it in a organized manner.

Potential Use

The activity has direct usefulness in school and workshop situations.

Sources of Practice Materials

Most schools and many businesses have mimeograph machines and have a constant overrun of paper. It is also possible to obtain scrap paper from printers or paper salvage companies.

Materials for Jig Construction

- 1 pc. 3/4" plywood 11-1/2" x 12-1/2"
- 3 pcs. 1/2" x 1/2" wood 12"
- 1 pc. sheetmetal 3-3/4" x 10"

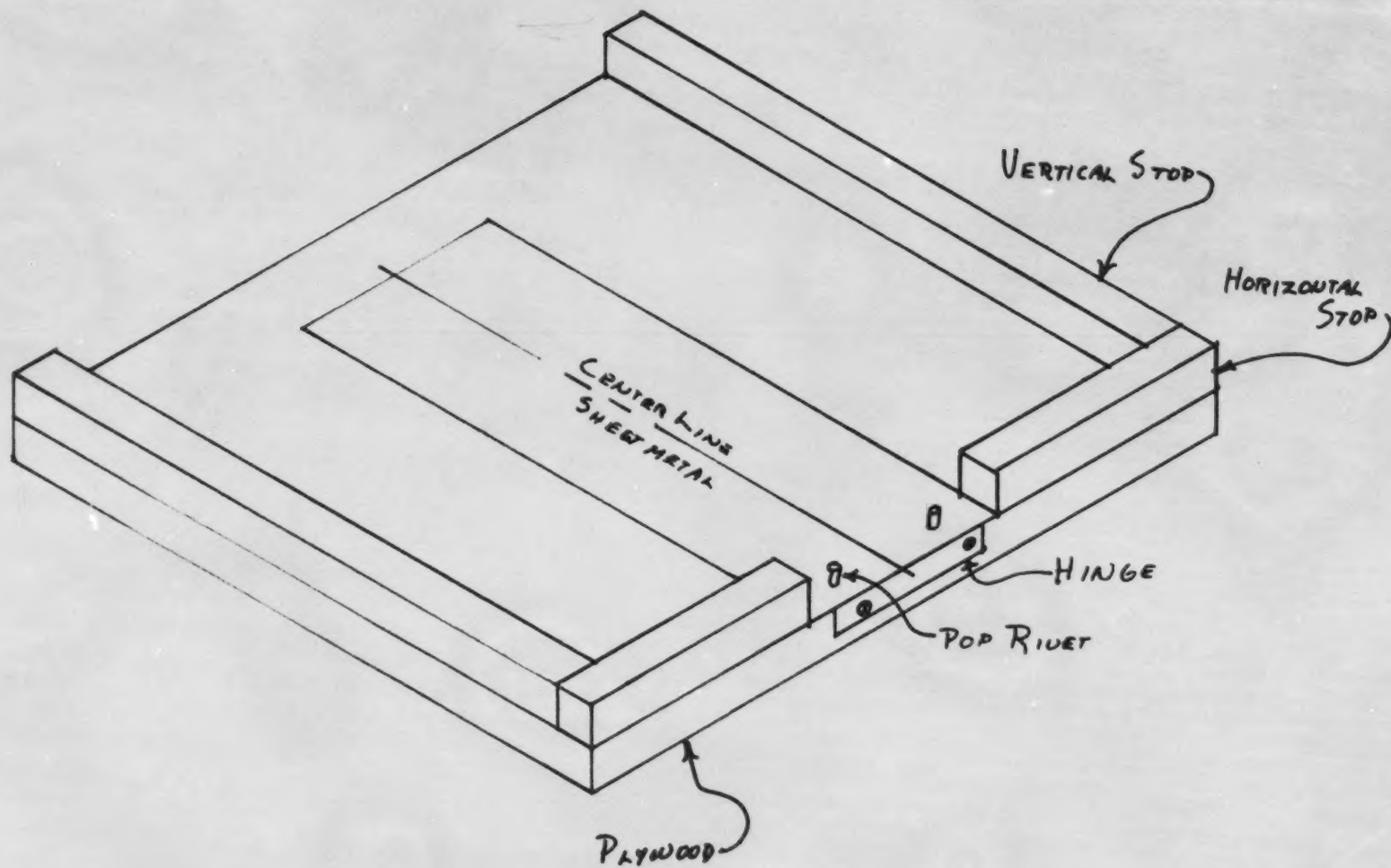
2" flat hinge

1" nails, woodscrews, pop rivets

Jig Construction Procedure

1. Draw a line 6-1/4" in from the side of the 3/4" plywood.
2. Draw a line down the middle of the sheetmetal. Fasten the hinge to the sheetmetal with two pop rivets. Fasten the other part of the hinge to the edge of the plywood so that the center line of the sheetmetal is directly over the line drawn on the plywood in Step #1.
3. Cut one of the 1/2" x 1/2" x 12" pieces of wood into two pieces four inches long and nail them on top of the plywood to form the horizontal paper stops. They should be placed far enough in from the edge of the plywood so that when the paper is folded, it will not touch the hinge.
4. Measure 5-1/2" right and left of the center line from Step #1 and draw two vertical lines.
5. Cut two pieces of 1/2" x 1/2" wood long enough to go from the bottom horizontal paper stop (Step #3) to the top edge of the plywood. Nail the strips of wood along the lines marked in Step #4.





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PAPER FOLDING JIG

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STAPLING FOLDED PAPER

Manipulative Activity

The student is to staple folded paper into an appropriate unit.

Task Procedure

1. The folded paper is placed in the stapler as far as possible.
2. The stapler is pressed or struck lightly.
3. The paper is turned end for end and then repeat Step #2.
4. The stapled work is removed and placed in an appropriate pile.

Task Objective

The student should be able to staple folded paper neatly, rapidly, and stack it in an organized manner.

Potential Use

The activity has direct usefulness in schools and workshop situations.

Sources of Practice Materials

Most schools and many businesses have mimeograph machines and have a constant overrun of paper. It is also possible to obtain scrap paper from printers or paper salvage companies

Materials for Jig Construction

commerical stapler and staples

1 pc. 3/4" plywood 5-1/2" x 16"

2 pcs. 1/2" x 1/2" x 12" wood

1 pc. sheetmetal 2" x 4"

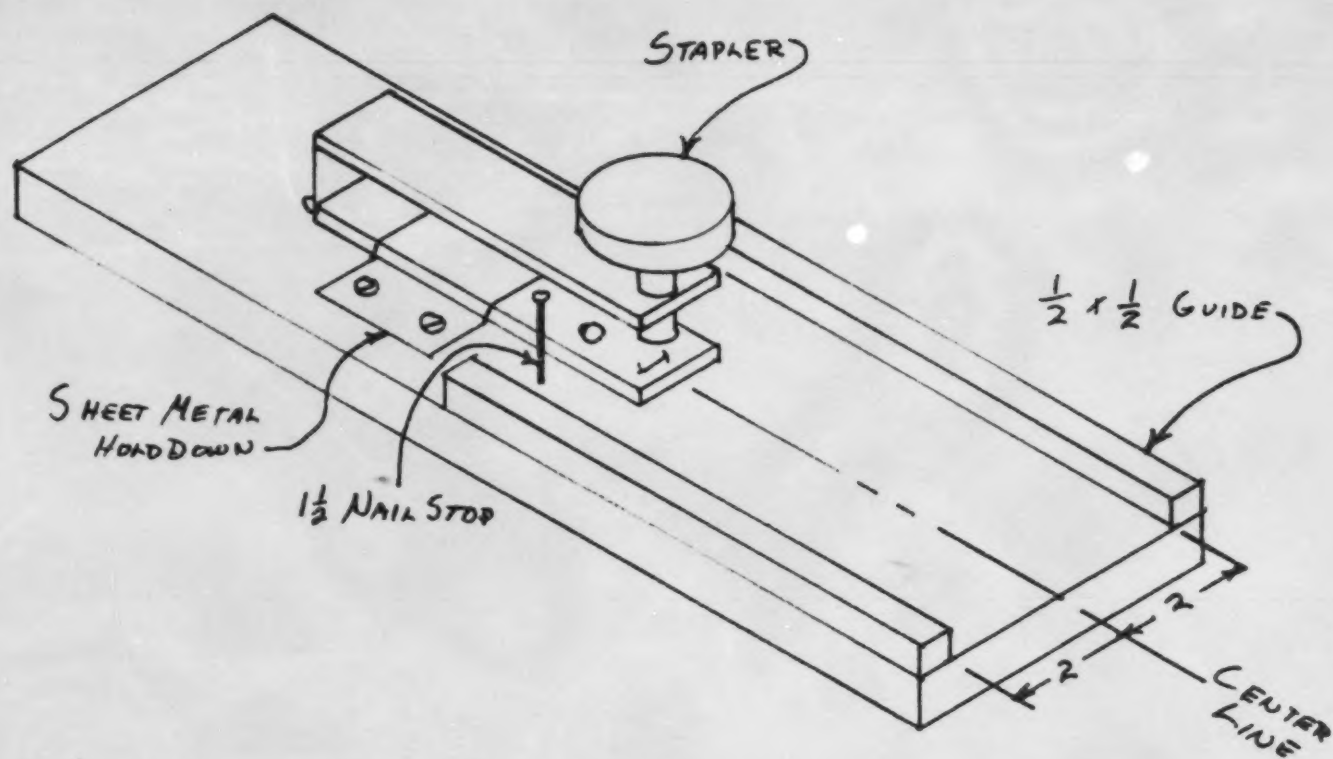
(4) 1/2" round head wood screws

(10) 1" finishing nails

Jig Construction Procedure

1. Drill four 3/16" holes in the sheetmetal.
2. Bend the sheetmetal to fit over the base of the stapler.
3. Draw a line down the middle of the plywood.
4. Fasten the stapler down to the plywood using the woodscrews and the sheetmetal strap made in Step #2. Be sure that the stapler is on the center line drawn in Step #3.
5. Measure two inches on either side of the center line and draw two lines parallel to the line drawn in Step #3.
6. Nail the 1/2" x 1/2" x 12" pieces of wood along the lines marked in Step #5.
7. Measure back 1-1/4" from the front edge of the stapler toward its hinge. Drive a 1-1/2" nail on both sides of the stapler to make a stop.





STAPLING LOOSE COLLATED PAPER

Manipulative Activity

The student is to staple loose collated paper into an appropriate unit.

Task Procedure

1. The sheets of paper are collated in order.
2. The loose sheets of paper are joggled into a uniform size.
3. The paper is placed in the stapling jig.
4. The stapler is pressed or struck lightly.
5. The stapled work is placed in an appropriate pile.

Task Objective

The student should be able to staple loose collated paper neatly, rapidly and stack it in an organized manner.

Potential Use

The activity has direct usefulness in schools and workshop situation.

Sources of Practice Materials

Most schools and many businesses have mimeograph machines and have a constant overrun of paper. It is also possible to obtain scrap paper from printers or paper salvage companies.

Materials for Jig Construction

commerical stapler and staples

1 pc. 3/4" plywood 10" x 16"

1 pc. 1/2" x 1/2" x 11" wood

1 pc. 1/2" x 1/2" x 6" wood

1 pc. sheetmetal 2" x 4"

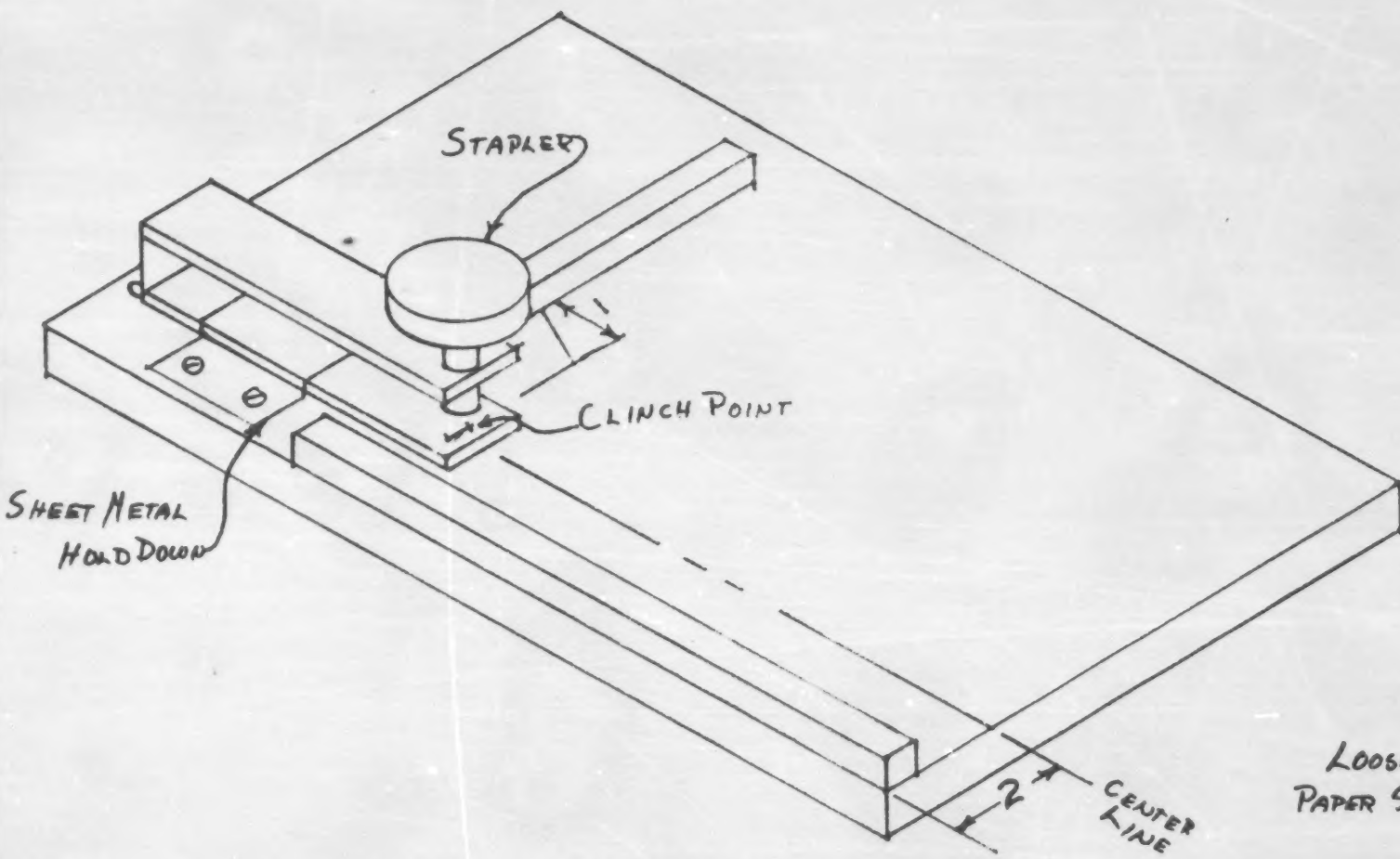
(4) 1/2" round head wood screws

(10) 1" finishing nails

Jig Construction Procedure

1. Drill four 3/16" holes in the sheetmetal.
2. Bend the sheetmetal to fit over the base of the stapler.
3. Measure two inches in from the left edge of the plywood and draw a line parallel to it.
4. Fasten the stapler down to the plywood using the woodscrews and the sheetmetal strap made in Step #2. Be sure that the stapler is on the center line drawn in Step #3. The clinch point of the stapler should be ten inches from the front edge of the plywood.
5. Nail the 1/2" x 1/2" x 11" strip along the edge of the wood and parallel to the line made in Step #3.
6. Nail the 1/2" x 1/2" x 6" strip so that it is 1" back from the clinch point of the stapler. The strip should be at right angles to the strip in Step #5.





LOOSE COLLATED
PAPER STAPLING JIG



STAPLE REMOVING

Manipulative Activity

The student is to remove staples from paper.

Task Procedure

1. The jaws of the staple remover are placed over the top of the staple.
2. The staple remover is squeezed to withdraw the staple from the paper.
If possible the removed staple is placed in a suitable trash container.
3. The paper can be discarded or put through the stapling cycle again.

Task Objectives

The student should be able to remove staples from paper neatly, rapidly and without tearing the paper.

Potential Uses

Staple removing can be used in activities involving the recycling of paper.

Sources of Practice Materials

It is possible to obtain stapled scrap paper from printers or paper salvage companies. (See, STAPLING FOLDED PAPER, page 124 and STAPLING LOOSE COLLATED PAPER, page 127)

Materials

Staple removers can be purchased from a stationery store.



NUT, BOLT, SCREWDRIVER AND WRENCH PRACTICE BOARD

Manipulative Activity

The student is to use a screwdriver to fasten a flat headed stove bolt from one side of the board and a wrench to fasten a nut on the opposite side of the head.

Task Procedure

1. The stove bolt is started in the threads by using the fingers or a screwdriver.
2. The bolt is tightened with the screwdriver.
3. Steps #1 and #2 are repeated until the entire board is filled.
4. The board is turned over and a nut is placed on the end of each bolt and tightened with a wrench.
5. When the procedure is completed, the steps are reversed and the nuts and bolts are removed and placed in their proper boxes for reuse.

Note: A flat washer can be placed under the head of the bolt in Step #1 and under the nut in Step #4. This will add two steps to the job and will also help to protect the jig. The students should be told not to use too much pressure when tightening the nuts and bolts.

Task Objective

The student should be able to use a screwdriver and wrench.

Potential Use

Many simple assembly jobs require the use of a screwdriver and wrench.

The activity has direct usefulness in production jobs.

Sources of Practice Materials

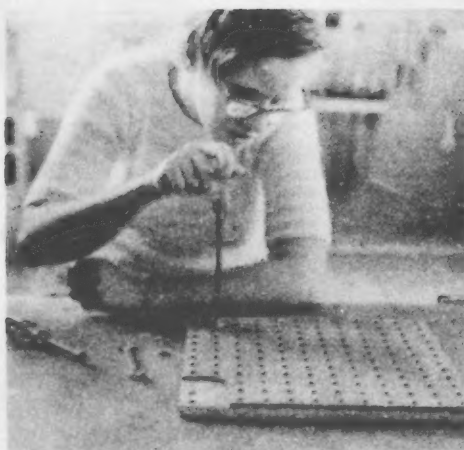
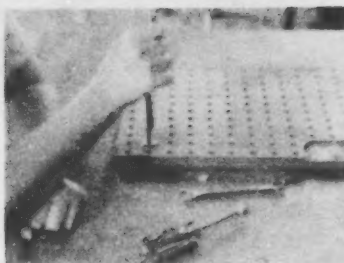
Nuts, bolts, and washers are available commercially in most hardware stores.

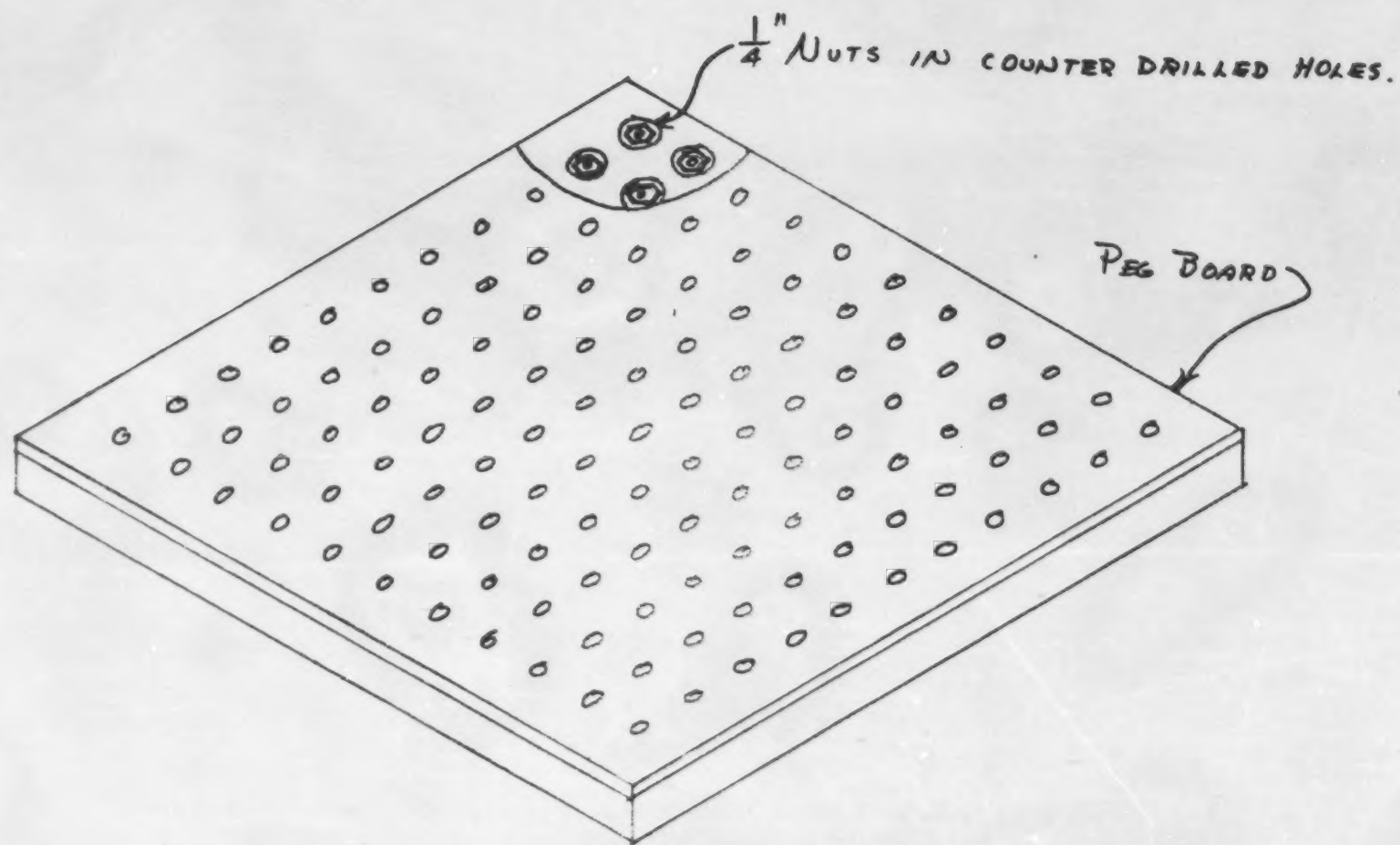
Materials for Jig Construction

- 1 pc. peg board 12" x 12"
- 1 pc. 3/4" plywood 12" x 12"
- 1/4 x 20 hex nuts
- 1/4" x 20 stove bolts, 1-1/2

Jig Construction Procedure

1. Place the peg board over the plywood and lightly tack it in place.
2. Using a 1/4" drill bit, drill through the peg board holes and the plywood. Do all of the holes.
3. Remove the peg board and counter drill the holes in the plywood to a depth of 1/4" with a 7/16" drill bit.
4. Hammer a nut into each of the counter drilled holes.
5. Replace the peg board over the nuts and nail it securely in place.





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NUTS, BOLTS, SCREWDRIVER
AND WRENCH PRACTICE BOARD



13315
175

STRAIGHTENING BENT NAILS

Manipulative Activity

The student is to straighten bent nails by hammering them on a hard surface.

Task Procedure

1. Each nail is rolled on a hard metal surface to determine where it is bent.
2. When the bend is located, it is hit with the hammer.
3. The nail is again rolled on the metal surface for a check to see if it is truly straight.
4. When the entire straightening job is completed, the container of nails is returned to storage.

Potential Use

Hammering could be used in the recovery of damaged metal parts.

Sources of Practice Materials

Bent nails can often be found where there is some form of construction work being done.

Materials for Jig Construction

Optional

1/4" steel plate one foot square

bottom of an old electric iron

large metal working vise



ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS

Manipulative Activity

The student is given a box containing nuts, bolts, washers and nails mixed together and has to sort them into appropriate containers for further sorting.

Task Procedure

1. Each object taken from the box is examined and placed in an appropriate container of nuts, bolts, washers or nails.
2. When the entire job is completed, each container of nuts, bolts, washers and nails is further sorted using an appropriate jig.

Task Objective

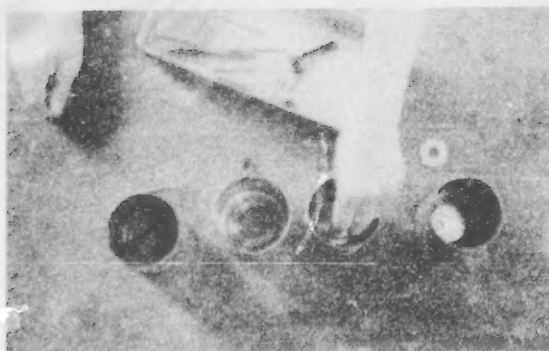
The student should be able to do rough sorting of simple small objects.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

Nuts, bolts, washers and nails are available in most hardware stores.



Materials Needed for Rough Sorting

4 large cans

1 lb. 5/16" flat washers

1 lb. 3/8" flat washers

1 lb. 1/2" flat washers

(100) 1/4" x 28 hex nuts

(100) 1/4" x 20 hex nuts

(100) 5/16" x 18 nuts

(100) 5/16" x 24 nuts

(100) 3/8" x 16 nuts

(100) 3/8" x 24 nuts

(100) 1/2" x 13 nuts

(100) 1/2" x 20 nuts

(100) 1/4" x 28 bolts, 1-1/2"

(100) 1/4" x 28 bolts, 2"

(100) 1/4" x 28 bolts, 2-1/2"

(100) 1/4" x 20 bolts, 1-1/2"

(100) 1/4" x 20 bolts, 2"

(100) 1/4" x 20 bolts, 2-1/2"

(50) 5/16" x 18 bolts, 1-1/2"

(50) 5/16" x 18 bolts, 2"

(50) 5/16" x 18 bolts, 2-1/2"

(50) 5/16" x 24 bolts, 1-1/2"

(50) 5/16" x 24 bolts, 2"

(50) 5/16" x 24 bolts, 2-1/2"

(50) 3/8" x 16 bolts, 1-1/2"

(50) 3/8" x 16 bolts, 2"

(50) 3/8" x 16 bolts, 2-1/2"

(50) 3/8" x 24 bolts, 1-1/2"

(50) 3/8" x 24 bolts, 2"

(50) 3/8" x 24 bolts, 2-1/2"

(25) 1/2" x 13 bolts, 2"

(25) 1/2" x 13 bolts, 2-1/2"

(25) 1/2" x 13 bolts, 3"

(25) 1/2" x 20 bolts, 2"

(25) 1/2" x 20 bolts, 2-1/2"

(25) 1/2" x 20 bolts, 3"



SORTING NAILS BY HEAD TYPE

Manipulative Activity

- The student is given a container of various nails. The common nails have large heads and the finishing nails have small heads. The nails are to be separated into the two types.

Task Procedure

1. Each nail is examined and placed in a can for either common nails or a can for finishing nails.
2. When the entire sorting job is completed, each can of nails will be sorted according to their length.

Task Objective

The student should be able to sort simple objects accurately and rapidly.

Potential Uses

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS, page 125)

Materials for Jig Construction

two large tin cans

SORTING NAILS BY LENGTH

Manipulative Activity

The student is given a container of nails of the same head type. It is necessary to sort them into uniform lengths.

Task Procedure

1. Each nail is slid across the jig until it stops and then it is placed in the appropriate container.
2. When the entire sorting job is completed, each container of nails is returned to storage.

Task Objective

The student should be able to use a simple sorting jig rapidly and accurately.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS, page 135)

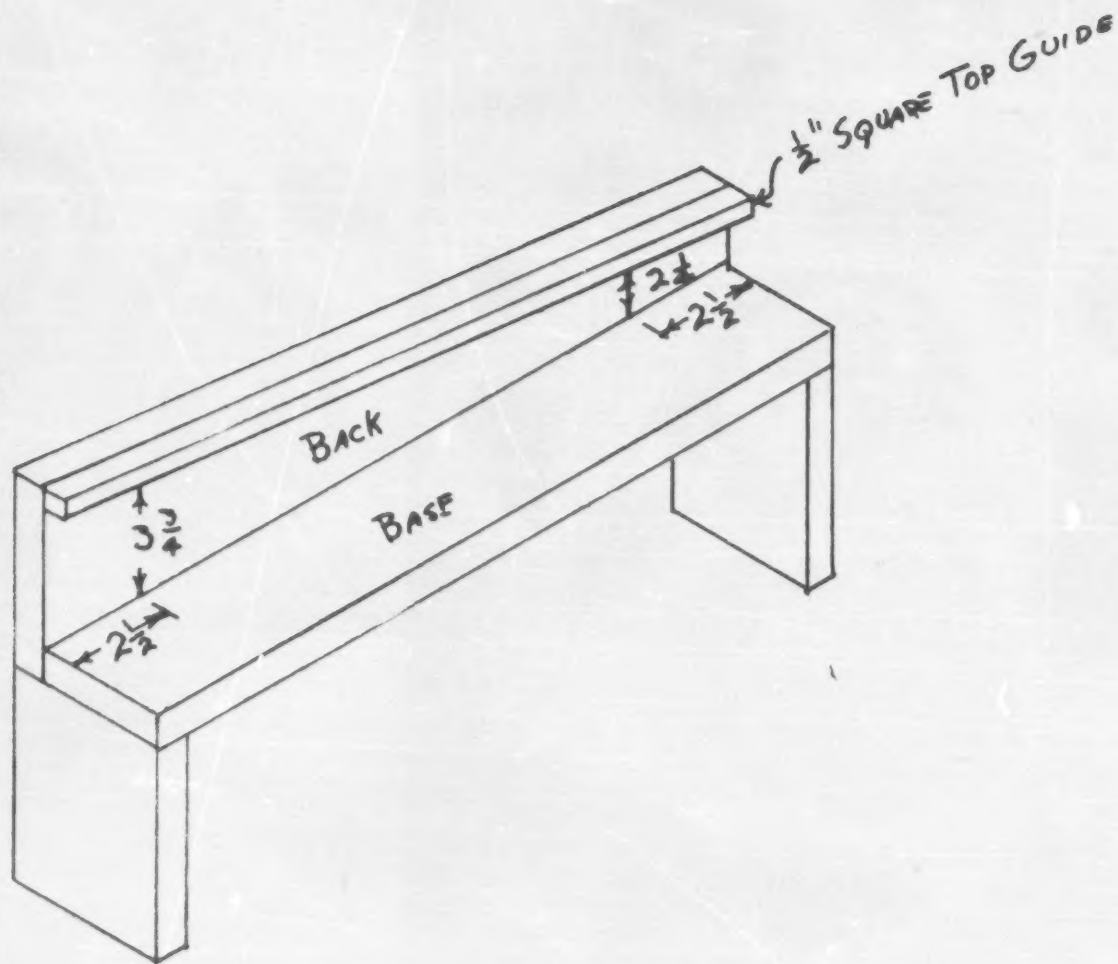
Materials for Jig Construction

- 1 pc. 3/4" plywood 3" x 18"
- 2 pcs. 3/4" plywood 3-1/2" x 5"
- 1 pc. 3/4" plywood 5" x 18"
- 1 pc. 1/2" x 1/2" x 18" wood



Jig Construction Procedure

1. Nail the 5" x 18" plywood back to the 3" x 18" plywood base.
2. Measure in 2-1/2" from the left end and 2-1/2" from the right end of the base.
3. At the left end measure up 3-3/4" on the back from the mark made in Step #2.
4. At the right end measure up 2-1/4" on the back from the mark made in Step #2.
5. Nail the 1/2" x 1/2" x 18" strip of wood so that it slants from the 3-3/4" mark made in Step #3 to the 2-1/4" mark made in Step #4.
6. Nail the two 3-1/2" x 5" pieces on the ends of the base to form the legs.



NAIL LENGTH SORTING JIG



SORTING WASHERS BY OUTSIDE DIAMETER

Manipulative Activity

The student is given a container of washers. The sizes vary and it is necessary to sort them into their appropriate outside diameter.

Task Procedure

1. Each washer is slid across the face of the sorting jig until it drops through an appropriate hole and into a container.
2. When the entire sorting jig is completed, each container of sorted nuts will be returned to storage.

Task Objective

The student should be able to use a simple sorting jig rapidly and accurately.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS, page 135)

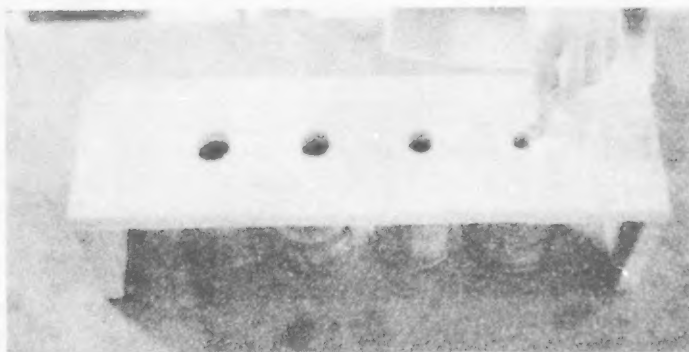
Materials for Jig Construction

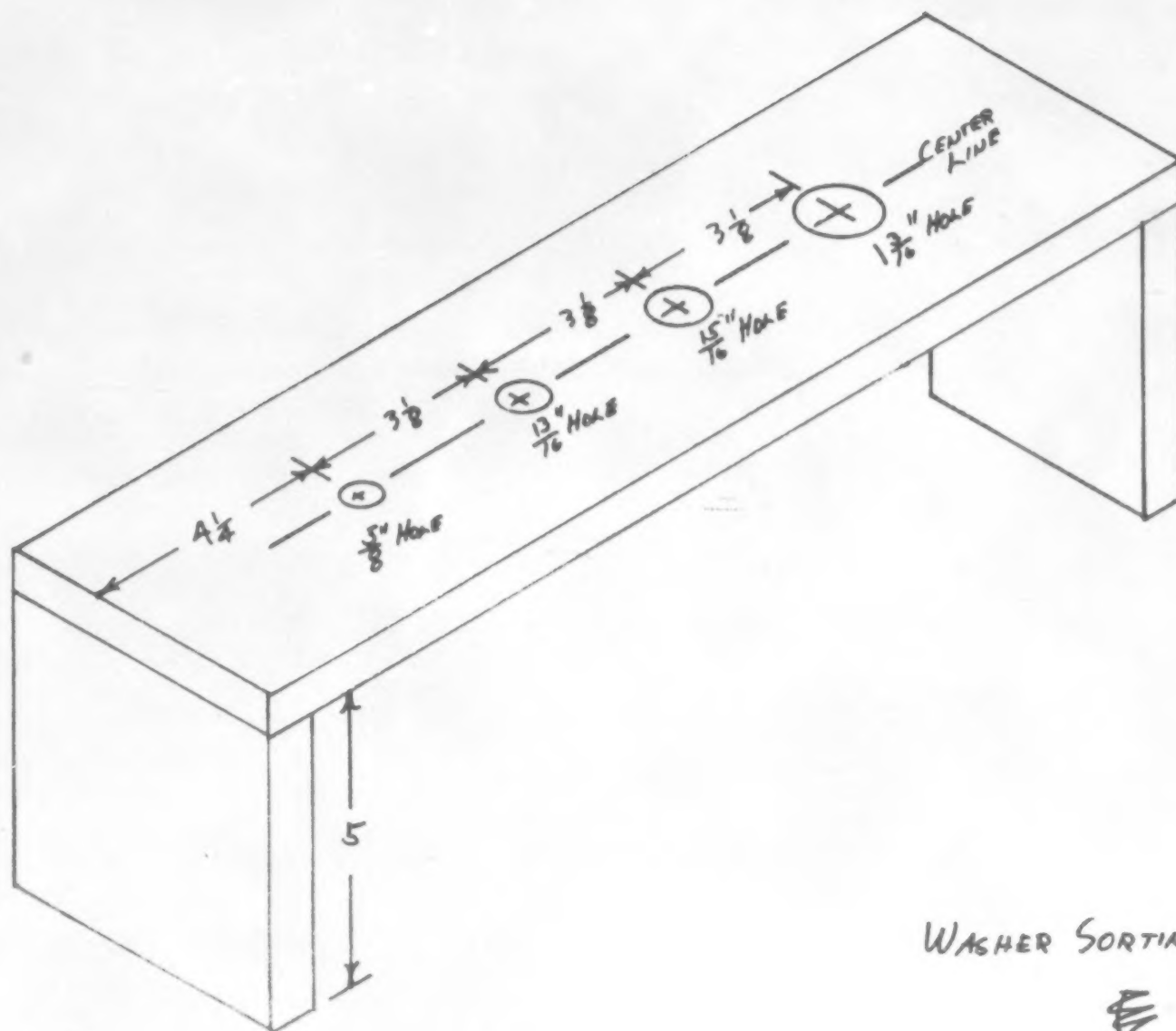
- 1 pc. 3/4" plywood 5" x 18"
- 2 pcs. 3/4" plywood 5" x 5"
- 4 tin cans

Jig Construction Procedure

1. Draw a line down the center of the 5" x 18" plywood.
2. Layout four marks 3-1/8" apart along the line drawn in Step #1.
3. Drill a 5/8" clearance hole for the 1/4" washer on the first mark made in Step #2.

4. Drill a $13/16$ " clearance hole for the $5/16$ " washer on the second mark made in Step #2.
5. Drill a $15/16$ " clearance hole for the $3/8$ " washer on the third mark made in Step #2.
6. Drill a $1-3/16$ " clearance hole for the $1/2$ " washer on the fourth mark made in Step #2.
7. Nail the $5" \times 5"$ pieces on each end of the top for the legs.





WASHER SORTING JIG



SORTING MACHINE NUTS BY HEAD SIZE

Manipulative Activity

The student is given a box that contains machine nuts. The sizes vary and it is necessary to sub-sort them into their appropriate head size. Following this step, the nuts will be sorted by their thread patterns. (See, SORTING NUTS BY THREAD PATTERNS, page 147)

Task Procedure

1. Each nut is slid across the face of the sorting jig until it drops through an appropriate hole and into a container.
2. When the entire sorting job is completed, each sorted container of nuts will be resorted according to its internal thread pattern.

Task Objective

The student should be able to use a simple sorting jig rapidly and accurately.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS)

Materials for Jig Construction

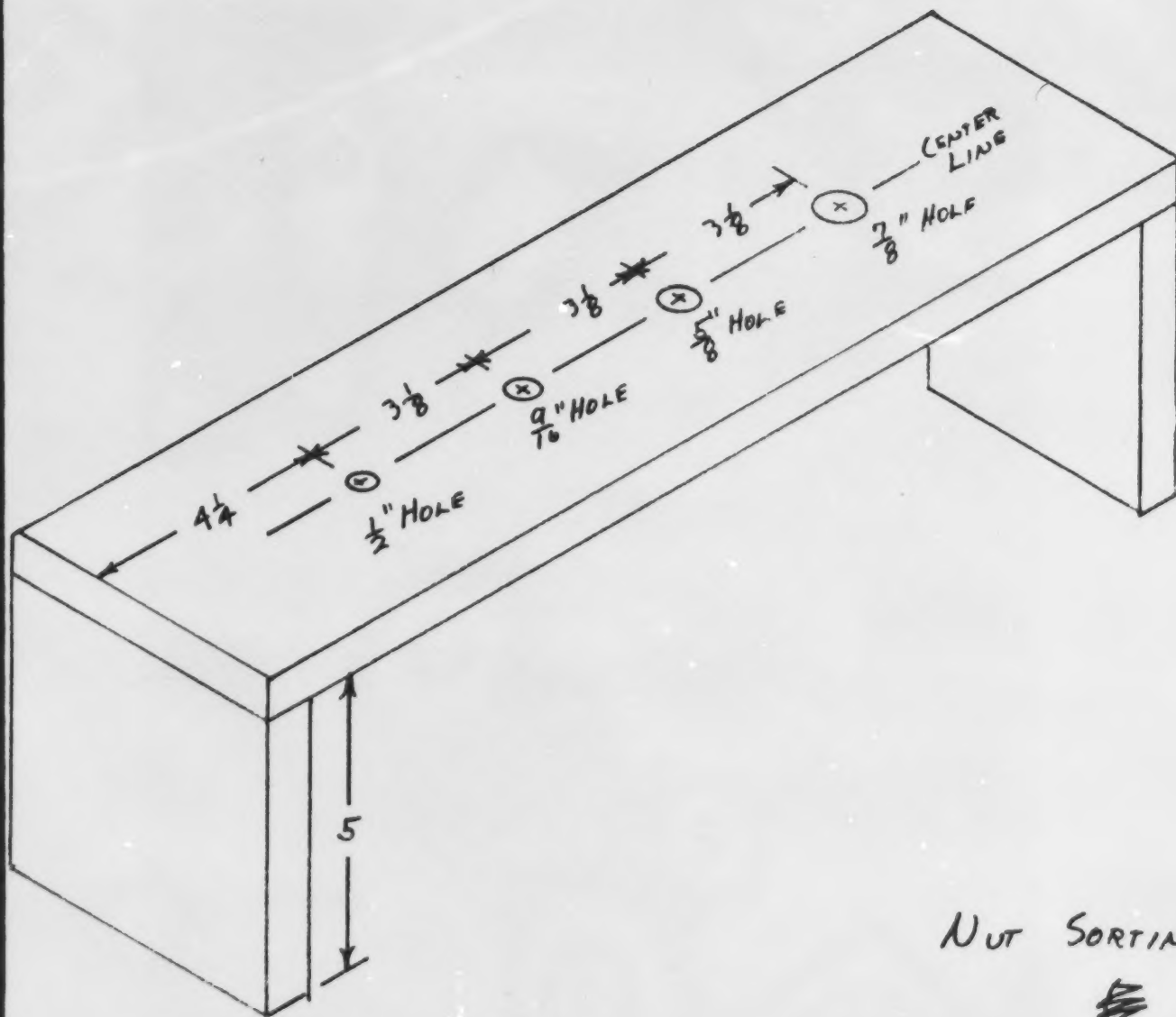
- 4 soup cans
- 1 pc. 3/4" plywood 5" x 18"
- 2 pcs. 3/4" plywood 5" x 5"

Jig Construction Procedure

1. Draw a line down the center of the 5" x 18" plywood.
2. Layout four marks 3-1/4" apart along the line drawn in Step #1.

3. Drill a $1/2$ " clearance hole for the $1/4$ " nut on the first mark made in Step #2.
4. Drill a $9/16$ " clearance hole for the $5/16$ " nut on the second mark made in Step #2.
5. Drill a $5/8$ " clearance hole for the $3/8$ " nut on the third mark made in Step #2.
6. Drill a $7/8$ " clearance hole for the $1/2$ " nut on the fourth mark made in Step #2.
7. Nail the 5" x 5" pieces on each end of the top for the legs.





NUT SORTING JIG



SORTING MACHINE NUTS BY THREAD PATTERNS

Manipulative Activity

The student is given a container of machine nuts of all the same head size. The thread patterns will vary and it is necessary to sub-sort them into proper units.

Task Procedure

1. Each nut is tried on the thread testing jig. When the threads match, the nut is placed in an appropriate container.
2. When the entire thread sorting job is completed, each container of nuts is returned to storage.

Task Objective

The student should be able to put a nut on a bolt to check thread patterns.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Material

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS)

Materials for Jig Construction

(1) 1/4" x 28 bolt, 2"

(1) 1/4" x 20 bolt, 2"

(1) 5/16" x 18 bolt, 2"

(1) 5/16" x 24 bolt, 2"

(1) 3/8" x 16 bolt, 2"

(1) 3/8" x 24 bolt, 2"

(1) 1/2" x 13 bolt, 2"

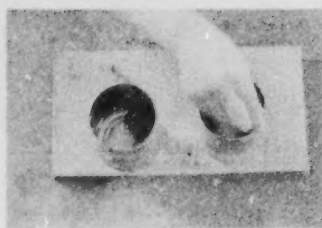
(1) 1/2" x 20 bolt, 2"

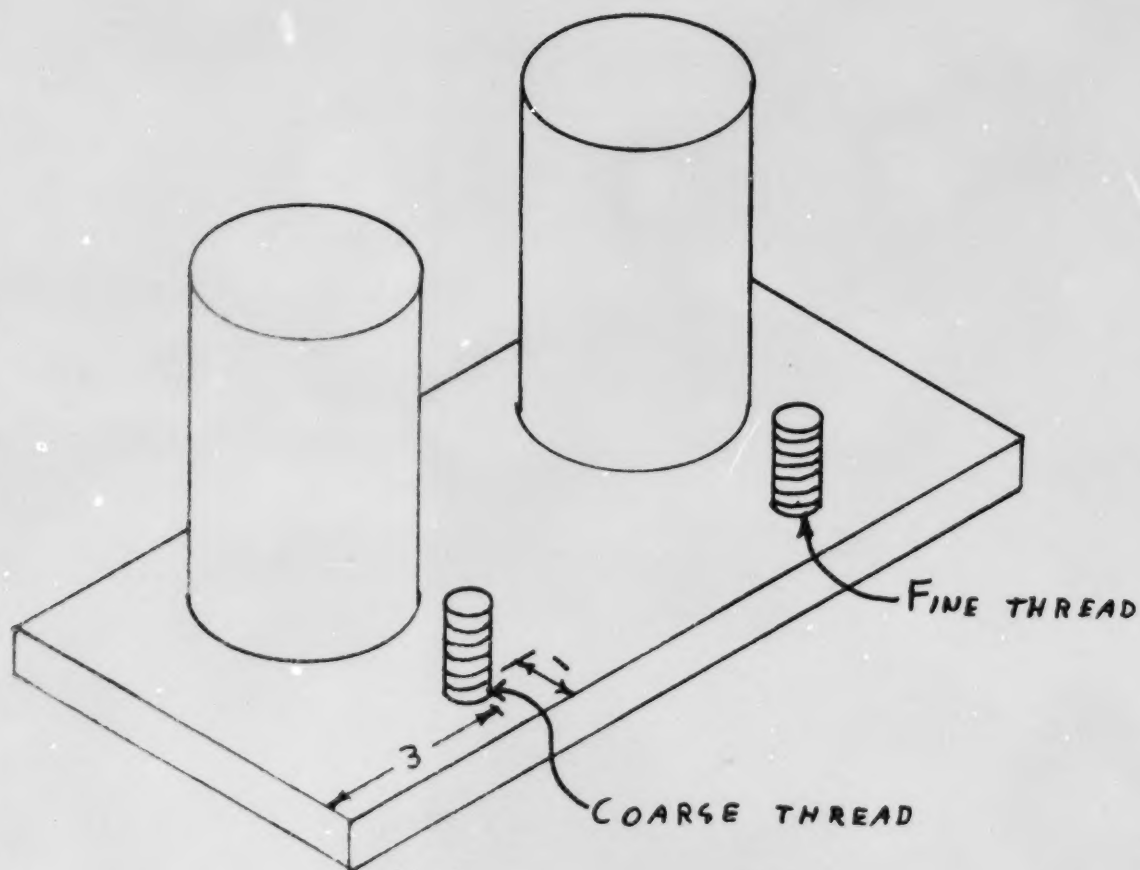
4 pcs. 3/4" plywood 6" x 12"

8 tin cans

Jig Construction Procedure

1. Draw a line 1" in and parallel to the edge of each piece of plywood.
2. Measure 3" in from the end of each piece of plywood and make a mark on the line drawn in Step #1.
3. On the first board drill two 1/4" holes on the marks made in Step #2.
4. Place one 1/4" x 20 bolt in one hole and one 1/4" x 28 bolt in the other hole. Screw a tin can onto the board behind each bolt.
5. On the second board drill two 5/16" holes on the marks made in Step #2.
6. Place one 5/16" x 18 bolt in one hole and one 5/16" x 24 bolt in the other hole. Screw a tin can onto the board behind each bolt.
7. On the third board drill two 3/8" holes on the marks made in Step #2.
8. Place one 3/8" x 16" bolt in one hole and one 3/8" x 24 bolt in the other hole. Screw a tin can onto the board behind each bolt.
9. On the fourth board drill two 1/2" holes on the marks made in Step #2.
10. Place one 1/2" x 13 bolt in one hole and one 1/2" x 20 bolt in the other hole. Screw a tin can onto the board behind each bolt.





NUT THREAD PATTERN JIG

SORTING MACHINE BOLTS BY THREAD PATTERN

Manipulative Activity

The student is given a container of machine bolts of the same length. The bolt size and thread patterns will vary and it will be necessary to subsort them in proper units.

Task Procedure

1. Each bolt is tried in the thread testing jig. When the thread patterns match, the nut is placed in an appropriate container.
2. When the entire thread sorting job is completed, each container of bolts is returned to storage.

Task Objective

The student should be able to put a nut on a bolt and check the thread pattern.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See: ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS)

Materials for Jig Construction

8 tin cans

(1) 1/4" x 28 nut, (1) 1/4" x 20 nut, (1) 5/16" x 18 nut, (1) 5/16" x 24 nut,

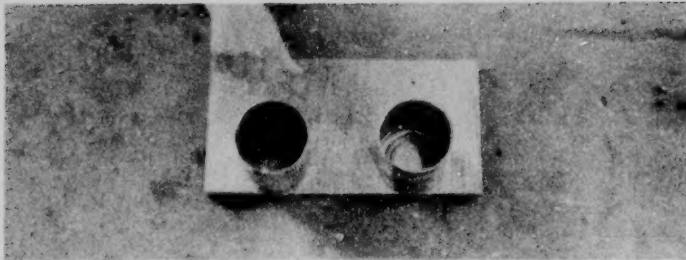
(1) 3/8" x 16 nut, (1) 3/8" x 24 nut, (1) 1/2" x 13 nut, (1) 1/2" x 20 nut.

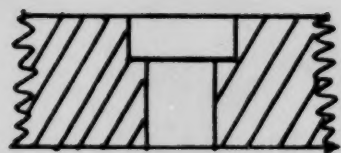
4 pcs. 3/4" plywood 6" x 12"

Jig Construction Procedure

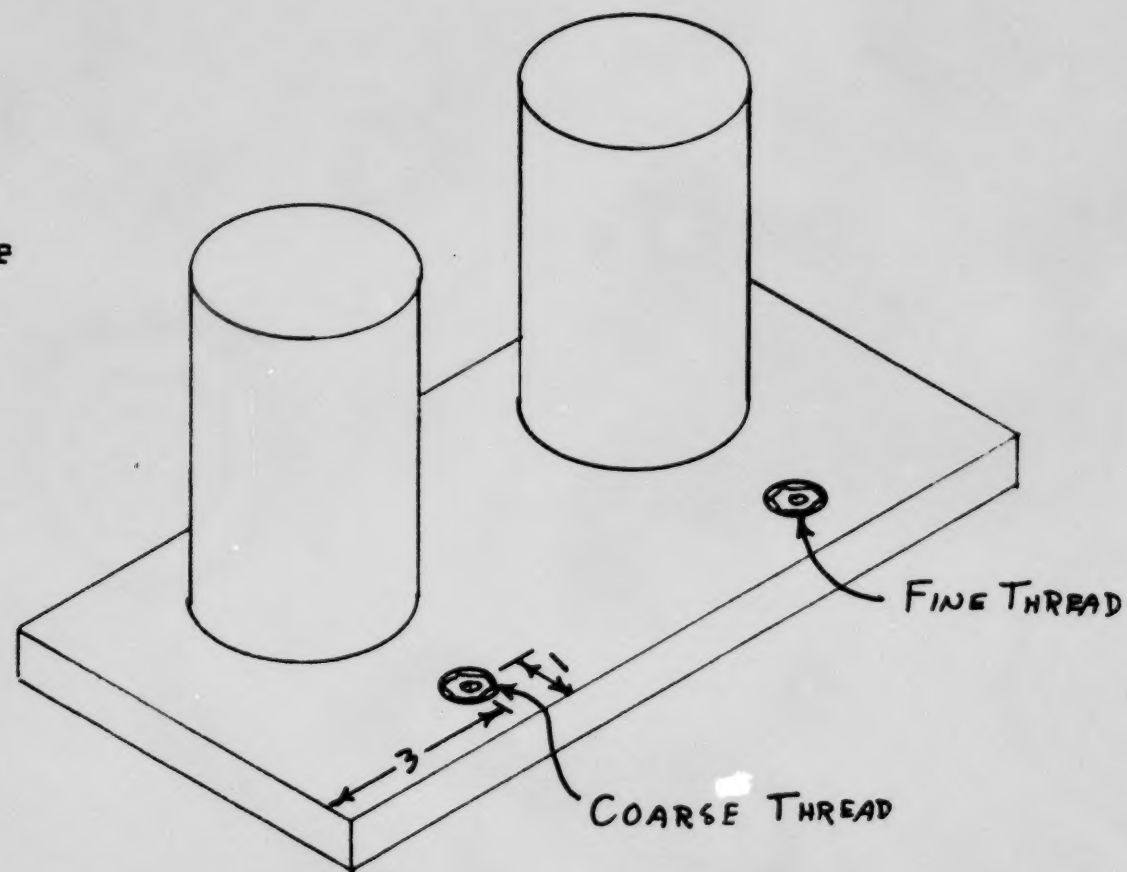
1. Draw a line 1" in a parallel to the edge of each piece of plywood.
2. Measure 3" in from the end of each piece of plywood and make a mark on the line drawn in Step #1.

3. On the first board drill two 1/4" holes on the marks made in Step #2.
4. Counter drill a 7/16" hole in the holes drilled in Step #3.
5. Place a 1/4" x 20 nut in one hole and a 1/4" x 28 nut in the second hole. Hit the nuts with a hammer to make them even with the surface of the plywood. Screw a can behind each nut on the board.
6. On the second board drill two 5/16" holes on the marks made in Step #2.
7. Counter drill a 1/2" hole in the holes drilled in Step #6.
8. Place a 5/16" x 18 nut in one hole and a 5/16" x 24 nut in the second hole. Hit the nuts with a hammer to make them even with the surface of the plywood. Screw a can behind each nut on the board.
9. On the third board drill two 3/8" holes on the marks made in Step #2.
10. Counter drill a 9/16" hole in the holes drilled in Step #9.
11. Place a 3/8" x 16 nut in one hole and a 3/8" x 24 nut in the second hole. Hit the nuts with a hammer to make them even with the surface of the plywood. Screw a can behind each nut on the board.
12. On the fourth board drill two 1/2" holes on the marks made in Step #2.
13. Counter drill a 13/16" hole in the holes drilled in Step #12.
14. Place a 1/2" x 13 nut in one hole and a 1/2" x 20 nut in the second hole. Hit the nuts with a hammer to make them even with the surface of the plywood. Screw a can behind each nut on the board.





COUNTER BORED HOLE



BOLT THREAD PATTERN JIG

SORTING MACHINE BOLTS BY LENGTH

Manipulative Activity

The student is given a container of various machine bolts. The lengths vary and it is necessary to sort them into uniform lengths. Following this step, the bolts will be sorted by thread patterns. (See, SORTING MACHINE BOLTS BY THREAD PATTERNS, page 150)

Task Procedure

1. Each bolt is slid across the jig until it stops and then it is placed in an appropriate container.
2. When the entire sorting job is completed, each box of bolts is resorted according to its thread patterns.

Task Objective

The student should be able to use a simple sorting jig rapidly and accurately.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, ROUGH SORTING: NUTS, BOLTS, WASHERS AND NAILS)

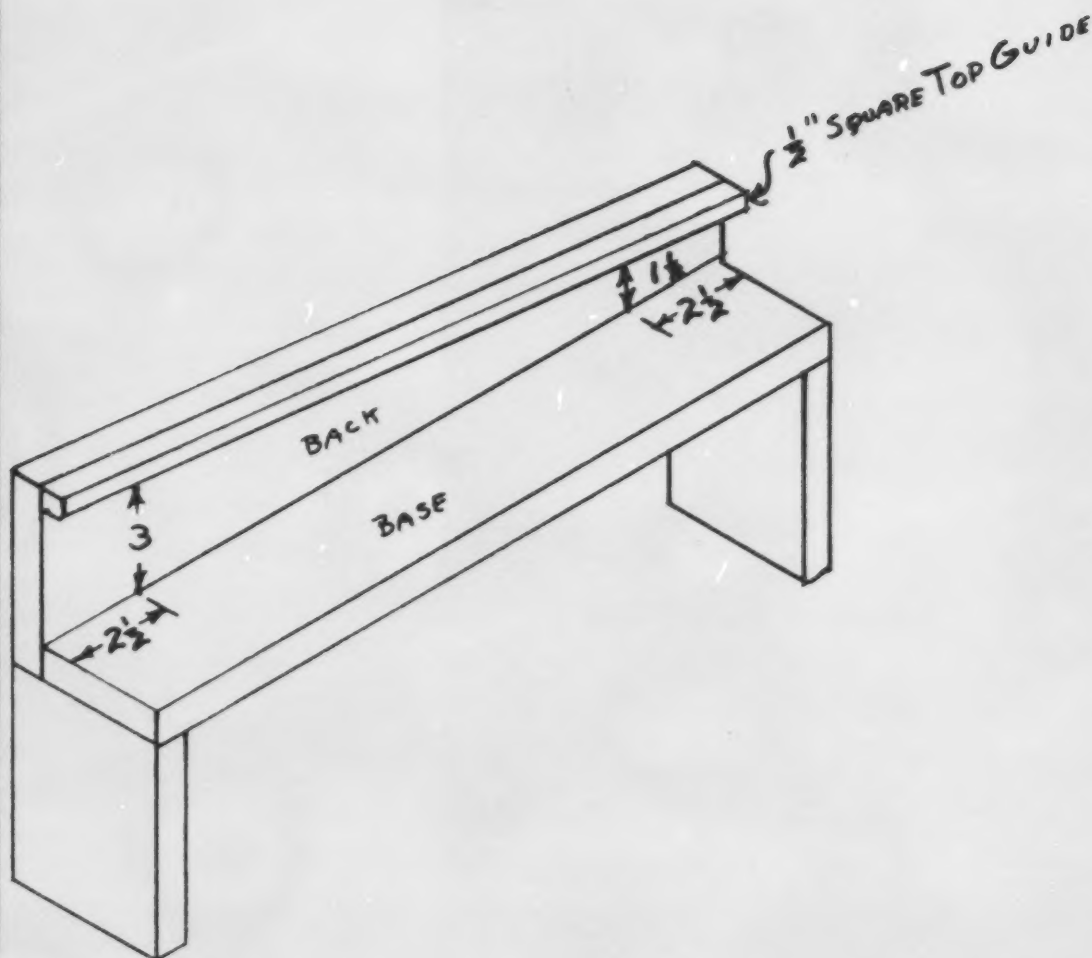
Materials for Jig Construction

- 2 pcs. 3/4" plywood 3-1/2" x 5"
- 1 pc. 3/4" plywood 3" x 18"
- 1 pc. 3/4" plywood 5" x 18"
- 1 pc. 1/2" x 1/2" x 18" wood

Jig Construction Procedure

1. Nail the 5" x 18" plywood back to the 3" x 18" plywood base.
2. Measure in 2-1/2" from the left end and 2-1/2" in from the right end of the base.
3. At the left end measure up 3" on the back from the mark made in Step #2.
4. At the right end measure up 1-1/2" on the back from the mark made in Step #2.
5. Nail the 1/2" x 1/2" x 18" strip of wood so that it slants from the 3" mark made in Step #3 to the 1-1/2" mark made in Step #4.
6. Nail the two 3-1/2" x 5" pieces on the ends of the base to form the legs.





BOLT LENGTH SORTING JIG



SORTING DESK CALENDAR PAGES

Manipulative Activity

The student is given a box of desk calendar pages and has to separate them. There are two common styles of desk calendars. One type of desk calendar has pages that turn like a book and the second type has pages that turn up.

Task Procedure

1. Each calendar page is examined and placed on the appropriate jig according to the location of the holes in the page.
2. When the jig is full, the pages can be sorted further.

Task Objective

The student should be able to sort punched paper rapidly.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

Many offices replace their desk calendars on January 1 of each new year and throw away their old calendars. Stationery suppliers often have unsold desk calendars.

Materials for Jig Construction

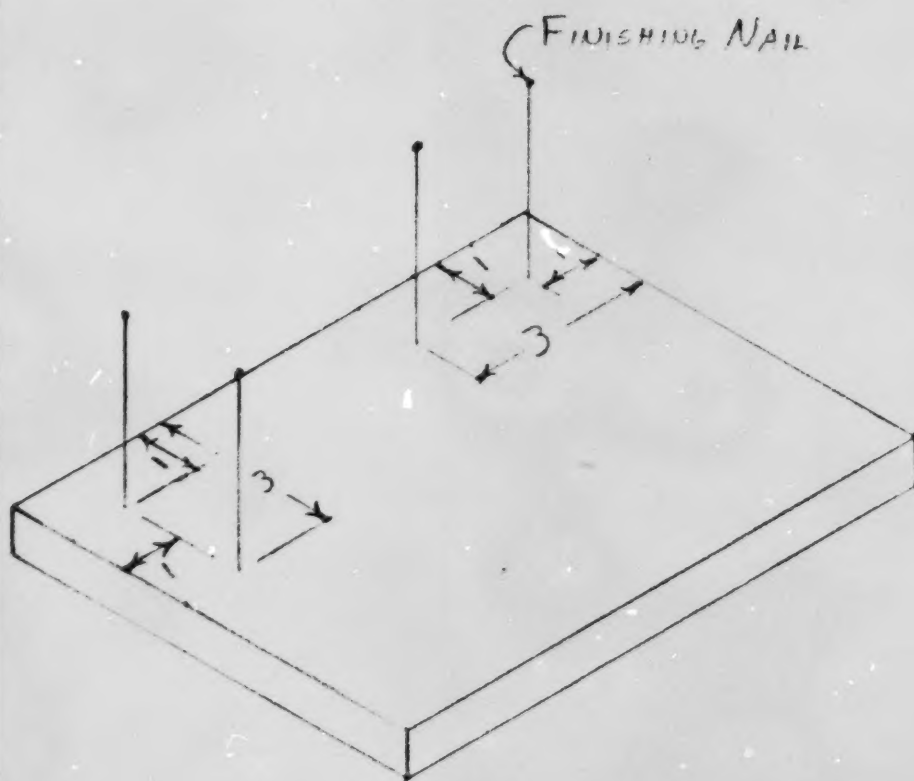
- 1 pc. 3/4" plywood 7" x 10"
- 4 finishing nails 3" long

Jig Construction Procedure

1. Draw a line 1" in from and parallel to the left end of the plywood.
2. Measure down and mark 1" and 3" from the top edge on the line drawn in Step #1.
3. Draw a line 1" down from and parallel to the edge of the plywood.

4. Measure in and mark 1" and 3" from the right edge on the line drawn in Step #3.
5. Hammer a finishing nail at the marks made in Steps #2 and #4.





CALANDER PAGE SORTING JIG



SORTING SIDE TURNING DESK CALENDAR PAGES BY DAY

Manipulative Activity

The student is given a stack of side turning desk calendar pages. The pages are to be sorted into the seven days of the week.

Task Procedure

1. Each calendar page is examined for the name or abbreviation of the name of the day of the week and then it is placed on the appropriate stacking jig.
2. When the jig is filled, the pages are returned to storage.

Task Objective

The student should be able to sort simple small objects.

Pctential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Material

(See, SORTING DESK CALENDAR PAGES, page 156)

Materials for Jig Construction

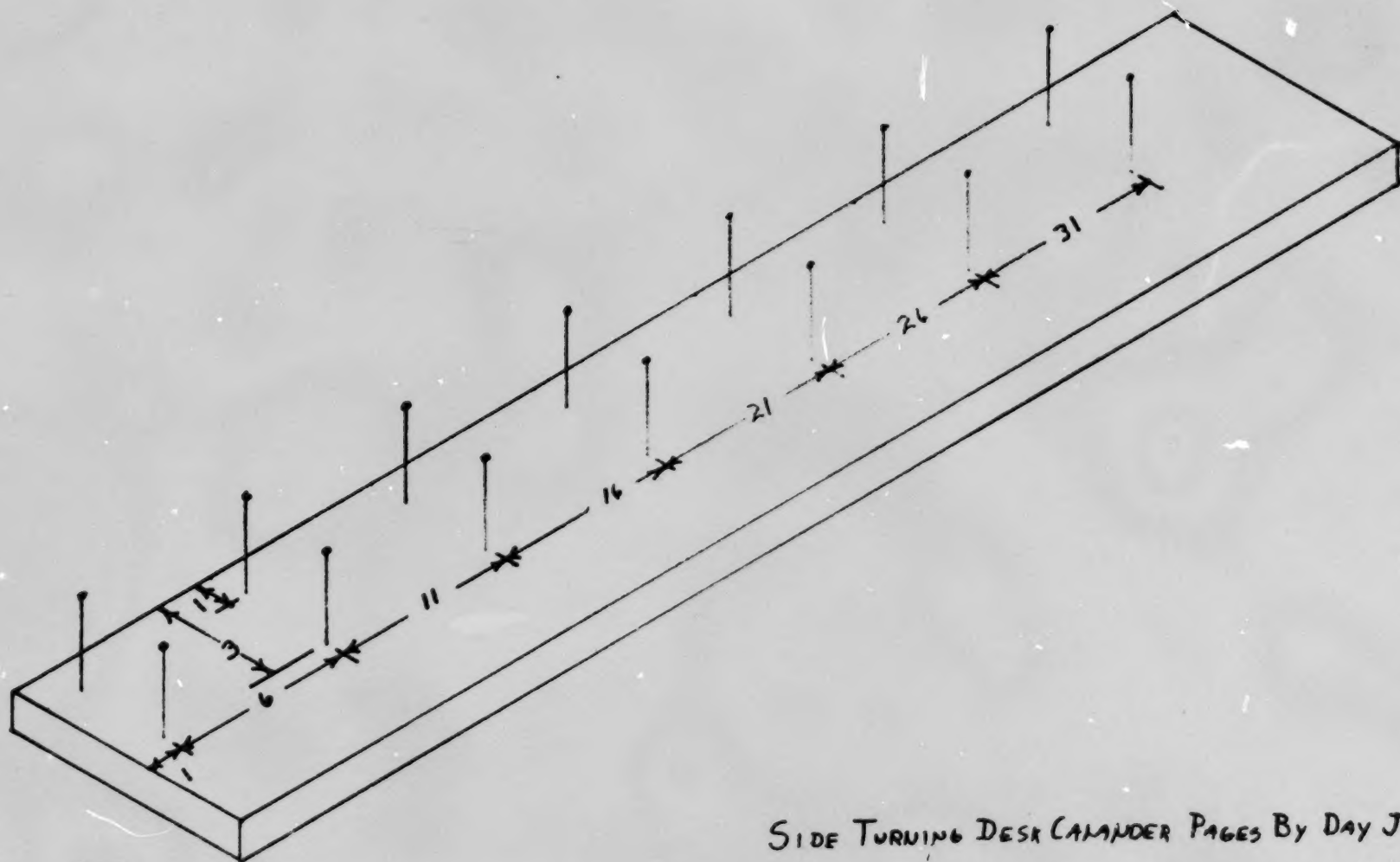
1 pc. 3/4" plywood 7" x 37"

14 finishing nails 3" long

Jig Construction Procedure

1. Measure in from the left edge of the board 1", 6", 11", 16", 21", 26", 31" and square a line across the board at each mark.
2. Measure down 1" and 3" on the lines drawn in Step #1.
3. Hammer a finishing nail at the marks made in Step #2.
4. Glue one calendar page on the jig for each day of the week.





SIDE TURNING DESK CALANDER PAGES BY DAY JIG

SORTING SIDE TURNING CALENDAR PAGES BY DATE

Manipulative Activity

The student is given a stack of side turning desk calendar pages. The pages are to be sorted into the days of the month.

Task Procedure

1. Each calendar page is examined for the number date and then it is placed on the appropriate stacking jig.
2. When the jig is filled, the pages are returned to storage.

Task Objective

The student should be able to sort simple small objects.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, SORTING DESK CALENDAR PAGES, page 156)

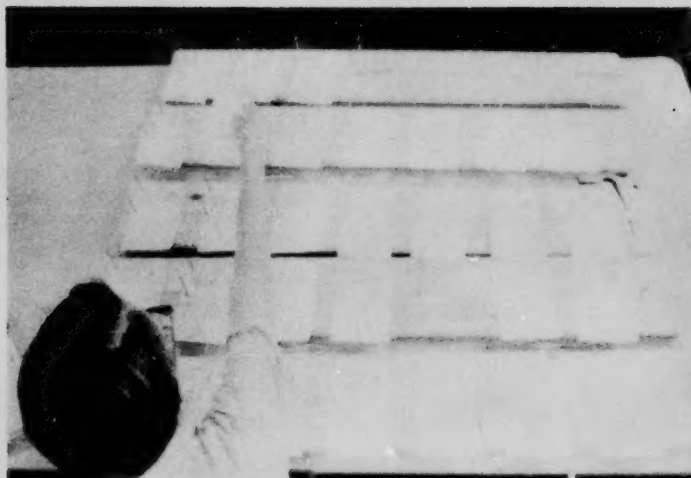
Materials for Jig Construction

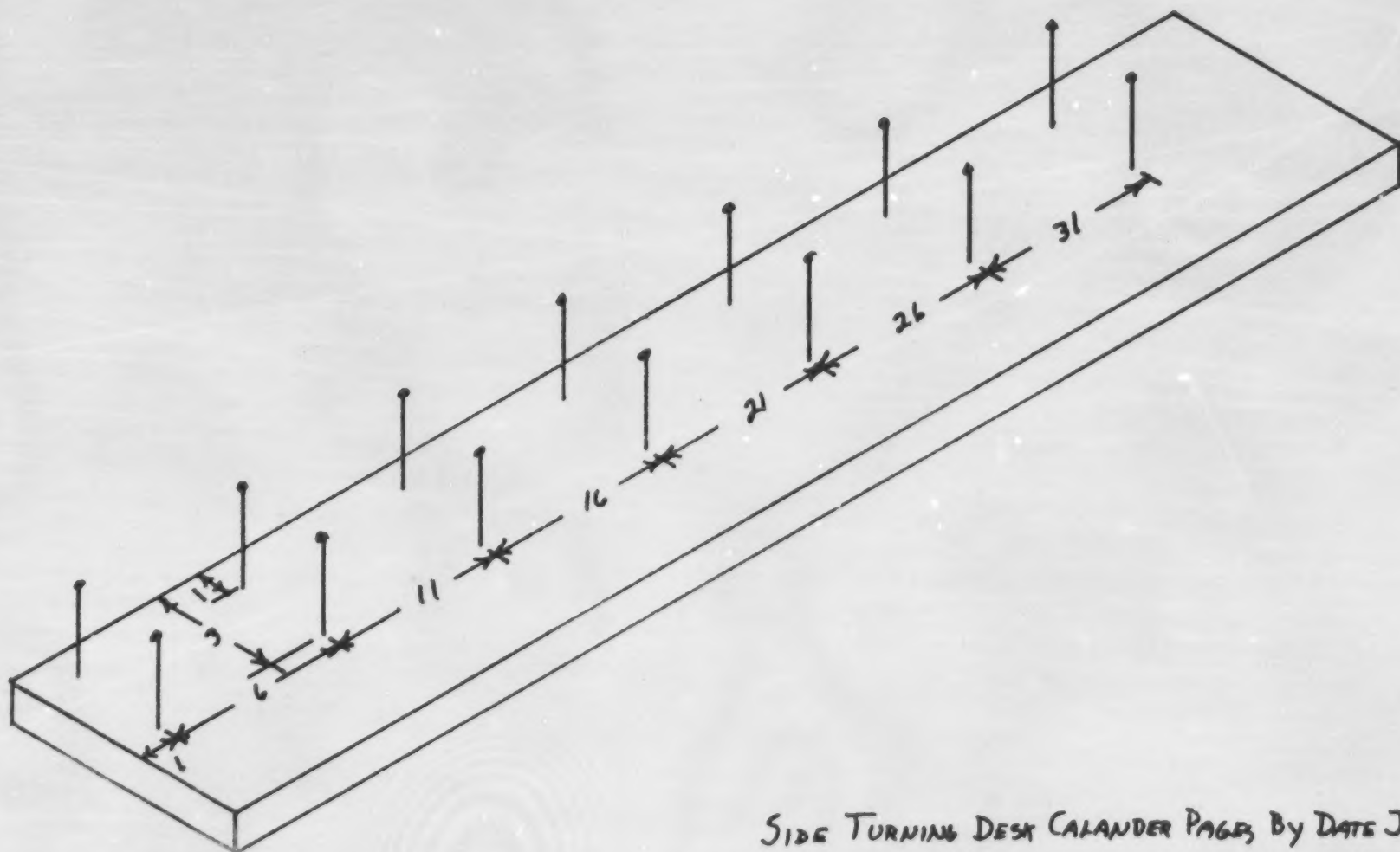
5 pcs. 3/4" plywood 7" x 37"

62 finishing nails 3" long

Jig Construction Procedure

1. Measure in from the left edge of the board 1", 6", 11", 16", 21", 26", 31" and square a line across the board at each mark. Repeat this on all five boards.
2. Measure down 1" and 3" on the lines drawn in Step #1.
3. Hammer a finishing nail at the marks made in Step #2.
4. Glue one calendar page on the Jig for each day of the month.





SIDE TURNING DESK CALANDER PAGES, By DATE JIG

SORTING TOP TURNING DESK CALENDAR PAGES BY DAY

Manipulative Activity

- The student is given a stack of top turning desk calendar pages. The pages are to be
- sorted into the seven days of the week.

Task Procedure

1. Each calendar page is examined for the name or abbreviation of the name of the day of the week and then it is placed on the appropriate stacking jig.
2. When the jig is filled, the pages are returned to storage.

Task Objective

The student should be able to sort simple small objects.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

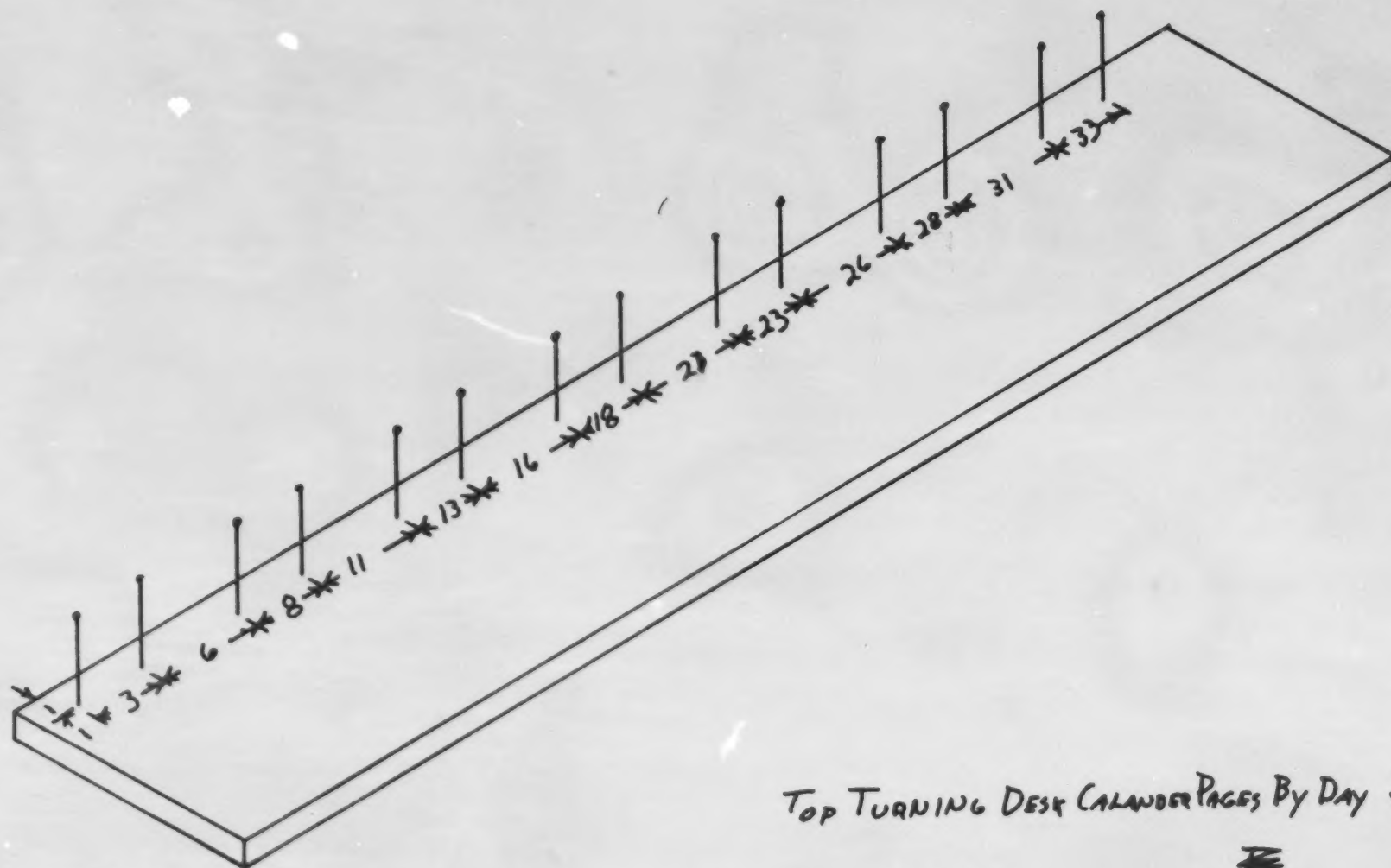
(See, SORTING DESK CALENDAR PAGES, page 156)

Materials for Jig Construction

- 1 pc. 3/4" plywood 7" x 37"
- 14 finishing nails 3" long

Jig Construction Procedure

1. Draw a line 1" down from and parallel to the top of the plywood.
2. Measure in from the left edge of the board and mark at 1", 3", 6", 8", 11", 13", 16", 18", 21", 23", 26", 28", 31", 33" on the line drawn in Step #1.
3. Hammer a finishing nail at each mark made in Step #2.
4. Glue one calendar page on the jig for each day of the week.



TOP TURNING DESK CALENDAR PAGES BY DAY JIG



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SORTING TOP TURNING CALENDAR PAGES BY DATE

Manipulative Activity

The student is given a stack of top turning desk calendar pages. The pages are to be sorted into the days of the month.

Task Procedure

1. Each calendar page is examined for the number date and then it is placed on the appropriate stacking jig.
2. When the jig is filled, the pages are returned to storage.

Task Objective

The student should be able to sort simple small objects.

Potential Use

Sorting in various forms is used in material recovery in some sheltered workshops and industry.

Sources of Practice Materials

(See, SORTING DESK CALENDAR PAGES, page 156)

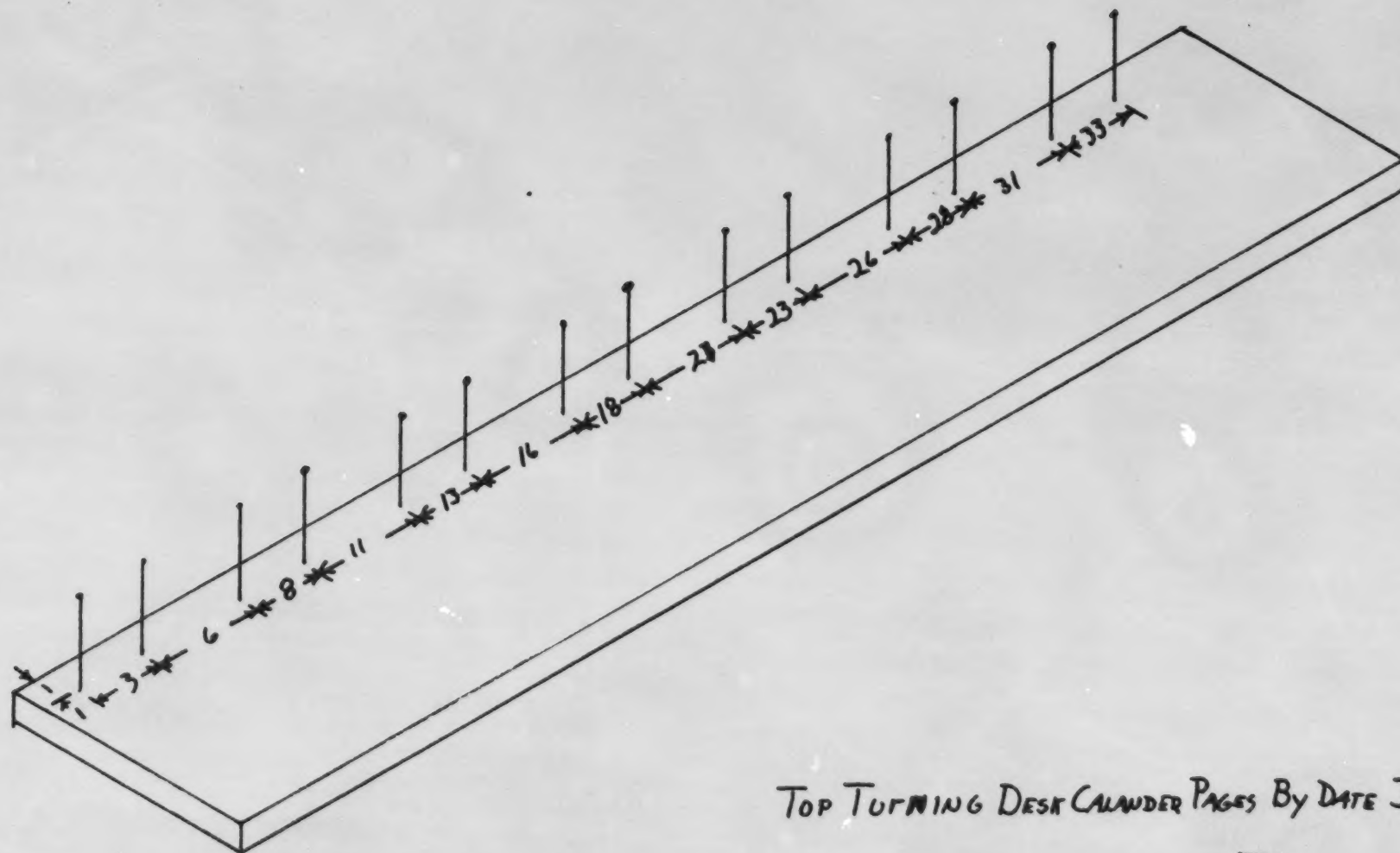
Materials for Jig Construction

5 pcs. 3/4" plywood 7" x 37"

62 finishing nails 3" long

Jig Construction Procedure

1. Draw a line one inch down from and parallel to the top of the plywood. Repeat this on all five boards.
2. Measure in from the left edge of the board and mark at 1", 3", 6", 8", 11", 13", 16", 18", 21", 23", 26", 28", 31", 33" on the line drawn in Step #1.
3. Hammer a finishing nail at each mark made in Step #2.
4. Glue one calendar page on the jig for each day of the month.



TOP TURNING DESK CALENDER PAGES By DATE Jig

[Handwritten signature]

TEARING CLOTH INTO STRIPS

Manipulative Activity

The student is to make ink marks along the edge of a piece of cloth and then tear the cloth into strips.

Task Procedure

1. The cloth is placed on a smooth table or floor and straightened out.
2. Place the marking jig along one straight edge of the cloth and place an ink mark on the edge of the material.
3. The cloth is to be torn into strips starting at the marks placed on it in Step #2. If the cloth is strong, it may be necessary to use scissors to start the tear.

Task Objective

The student should be able to use simple layout jig.

Sources of Practice Materials

Used cotton bed sheets make good material for tearing. Industrial laundry and linen suppliers that deal in the hotel trade are a source for worn out bed sheets.

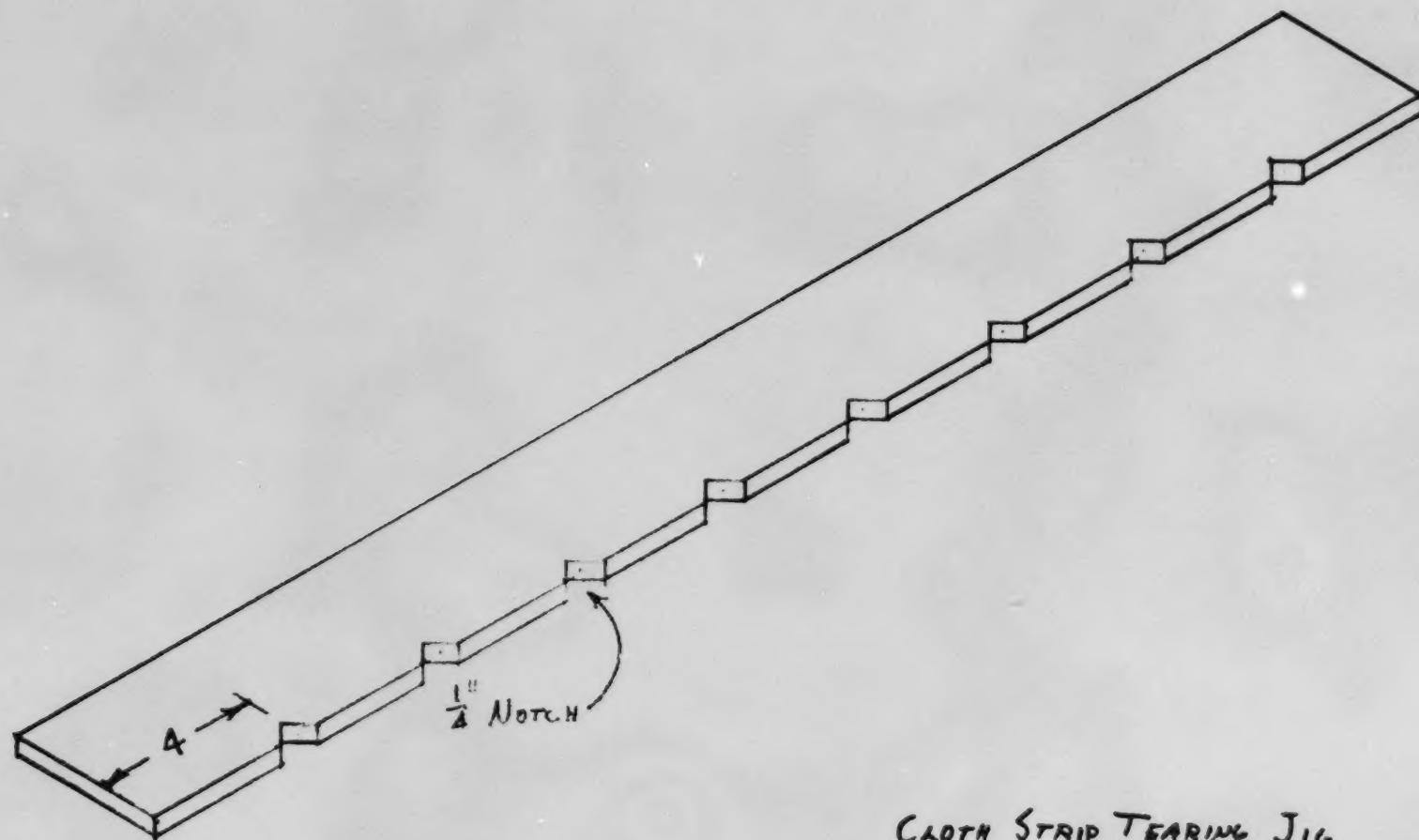
Materials for Jig Construction

1 pc 1/4" plywood 4" x 3'

Jig Construction Procedure

1. Measure off lines at 4" intervals along the edge of the plywood.
2. With a hand saw cut a 1/4" deep "v" notch at each mark made in Step #1.





CLOTH STRIP TEARING JIG



BUTTON SEWING MARK

Manipulative Activity

The student is to make an ink mark on the cloth in preparation for sewing buttons.

Task Procedure

1. Place a strip of torn cloth on a smooth table or floor.
2. Place the marking jig over the cloth.
3. Mark the cloth by putting the point of a flo pen through the holes of the jig.
4. For long pieces of cloth, the jig can be moved forward at regular intervals.

Task Objective

The student should be able to use a simple layout jig.

Potential Use

Layout work is done in many types of production work.

Sources of Practice Materials

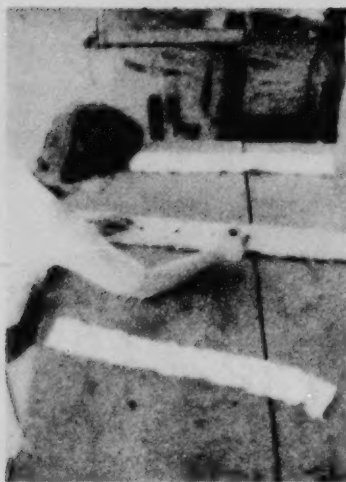
(See, TEARING CLOTH INTO STRIPS, page 167)

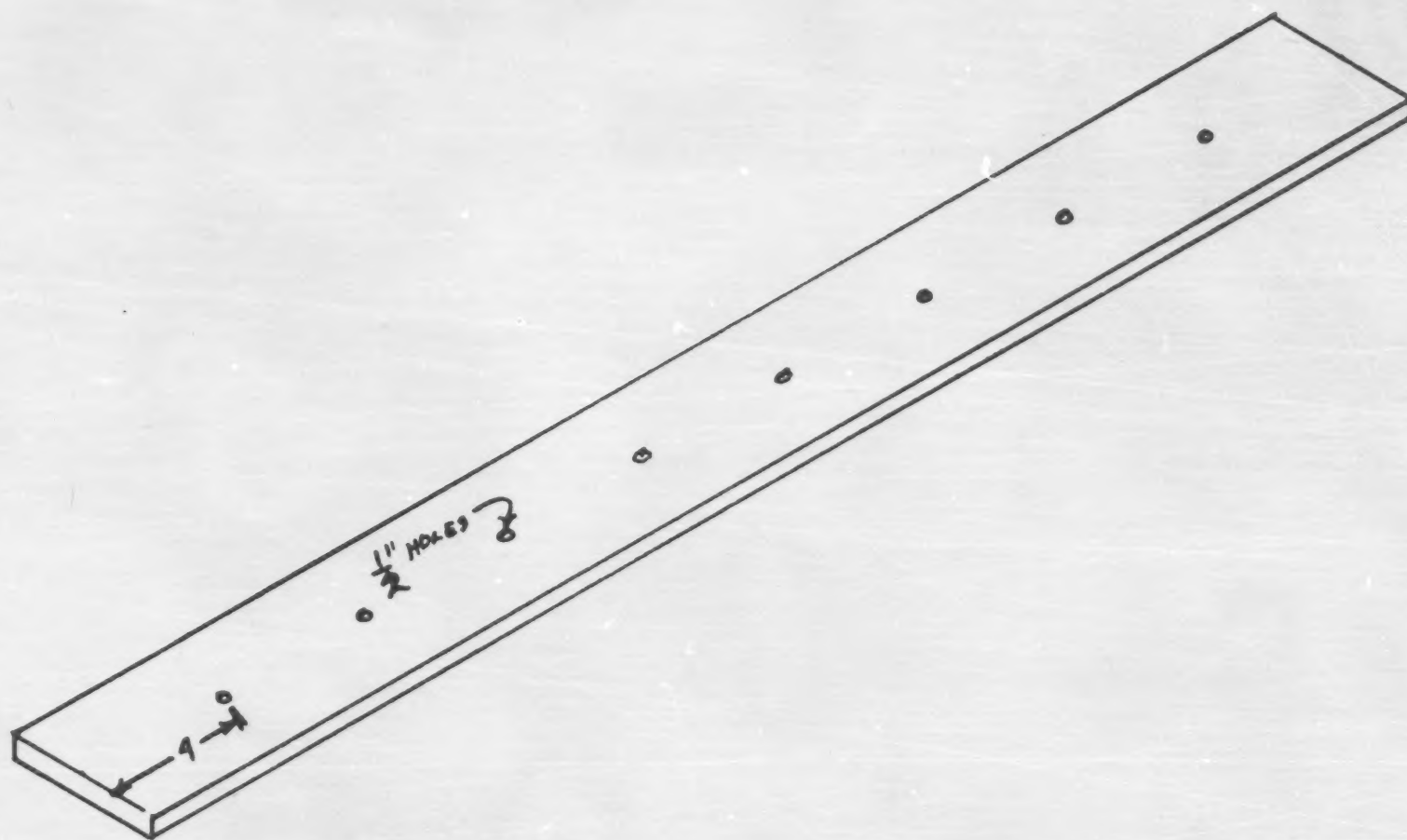
Materials for Jig Construction

1 pc. 1/4" plywood 4" x 3'

Construction Procedure

1. Draw a line down the center of the board.
2. Mark off lines at 3" intervals along the line drawn in Step #1.
3. Drill a 1/2" hole through the plywood at the marks made in Step #2.





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BUTTON MARKING JIG



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BUTTON SEWING

Manipulative Activity

The student is to sew buttons on a premarked strip of cloth.

Task Procedure

1. The cloth is placed in the holding jig with the mark on the top side.
2. A threaded needle is shoved through the cloth from under the mark and the button is slid onto the thread.
3. The needle is shoved down through the button hole and the materials.
4. Steps #3 & #4 are repeated until the button is secure and then it is tied off.
5. The thread is either cut or broken.
6. Repeat Steps #1, #2, #3, #4 & #5 until there is not any more space in the jig.
7. Loosen the jig and slide the cloth over to provide a new space for buttons.

Task Objective

The student should have a basic idea of hand sewing.

Potential Use

Simple sewing is sometimes used in workshop situations for the repair of work garments.

Sources of Practice Materials

Used buttons can be purchased from second hand stores. (See, TEARING CLOTH INTO STRIPS, page 167)

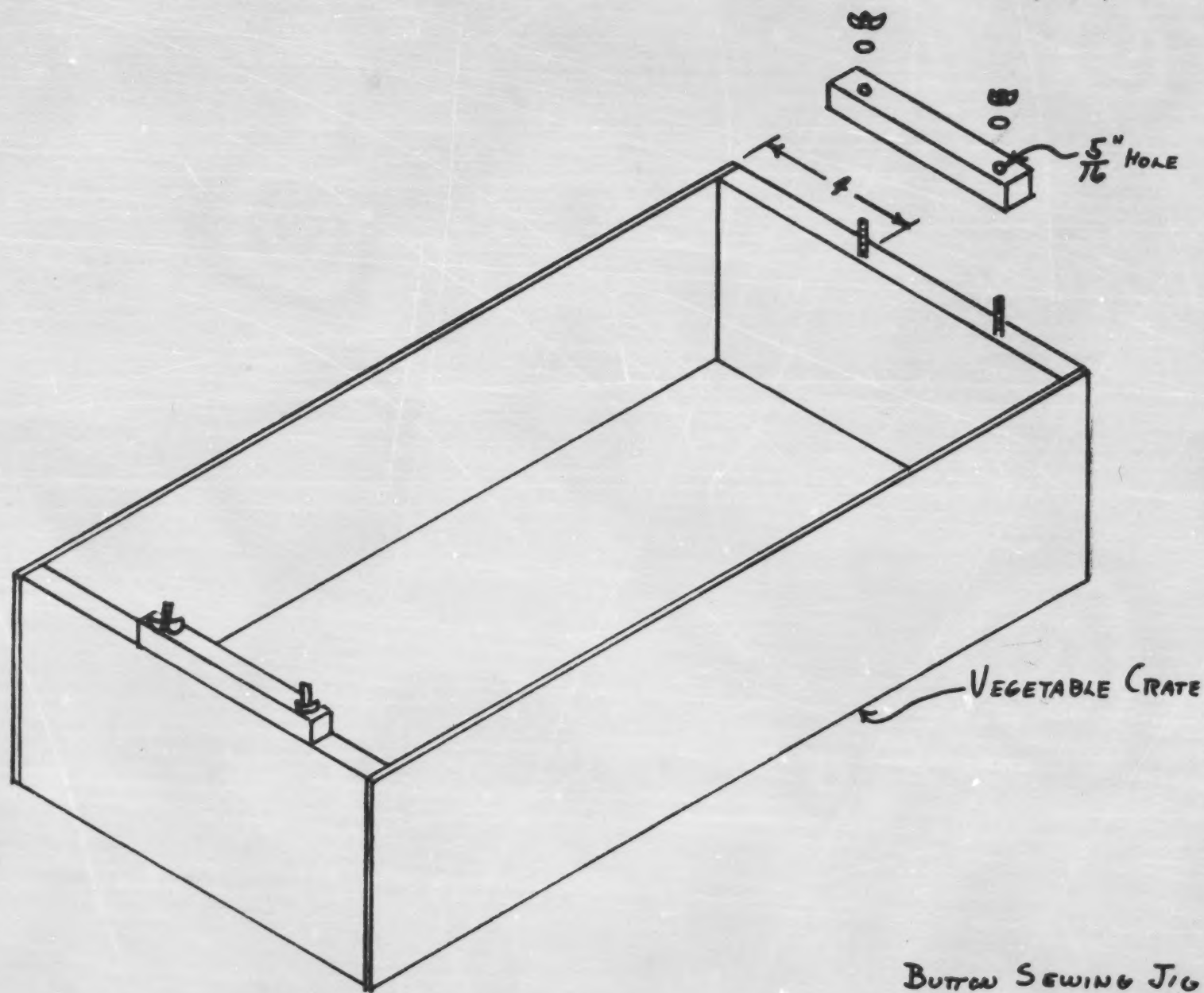
Materials for Jig Construction

- 1 wooden vegetable crate
- 4 lag bolts used to fasten toilets to the floor
- (4) 1/4" wing nuts
- 2 pcs. wood 3/4" x 3/4" x 6"

Jig Construction Procedure

1. Measure and mark $3/4$ " from the ends of the two pieces of $3/4$ " square pieces of wood.
2. Drill a $5/16$ " hole at the marks made in Step #1.
3. Measure and mark 4" in from the top edge of both ends of the vegetable crate.
4. Drill two $1/8$ " starter holes for the lag bolt on the marks made in Step #3.
5. Using a pair of pliers, fasten one large bolt in each end of the crate in the holes made in Step #4.
6. Slip the pieces of $3/4$ " square wood from Step #2 onto each bolt.
7. Using the second hole in the $3/4$ " square wood as a guide, drill a second $1/8$ " starter hole as in Step #4.
8. Repeat Step #5.
9. When the four lag bolts are fastened, place the $3/4$ " square pieces of wood over the lag bolts and put on the four flat washers and the four wing nuts.





BUTTON SEWING JIG



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BOTTLE CAP PUNCHING

Manipulative Activity

The student is to punch holes in bottle caps.

Task Procedure

1. A bottle cap is placed in the jig.
2. A scratch awl is placed in the aligning hole and the awl is hit with the hammer until a hole is punched in the cap.
3. The awl is pulled out and the cap is removed and placed in a container.

Task Objective

The student should know how to punch holes with a scratch awl and hammer.

Potential Use

Simple punching and hammering are sometimes used in assembly work.

Sources of Practice Materials

Vending machines that sell bottled soda pop have a container to catch the used caps.

Most bars that sell bottled beverages have used caps.

Materials for Jig Construction

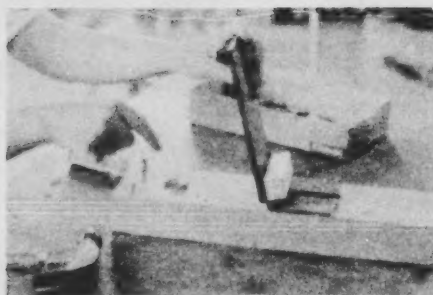
- 1 pc. wood 2" x 4" x 1'
- 1 pc. 1/4" tempered masonite 4" x 7"
- (1) 3" flat hinge and screws
- (2) 1/4" dowels 1"

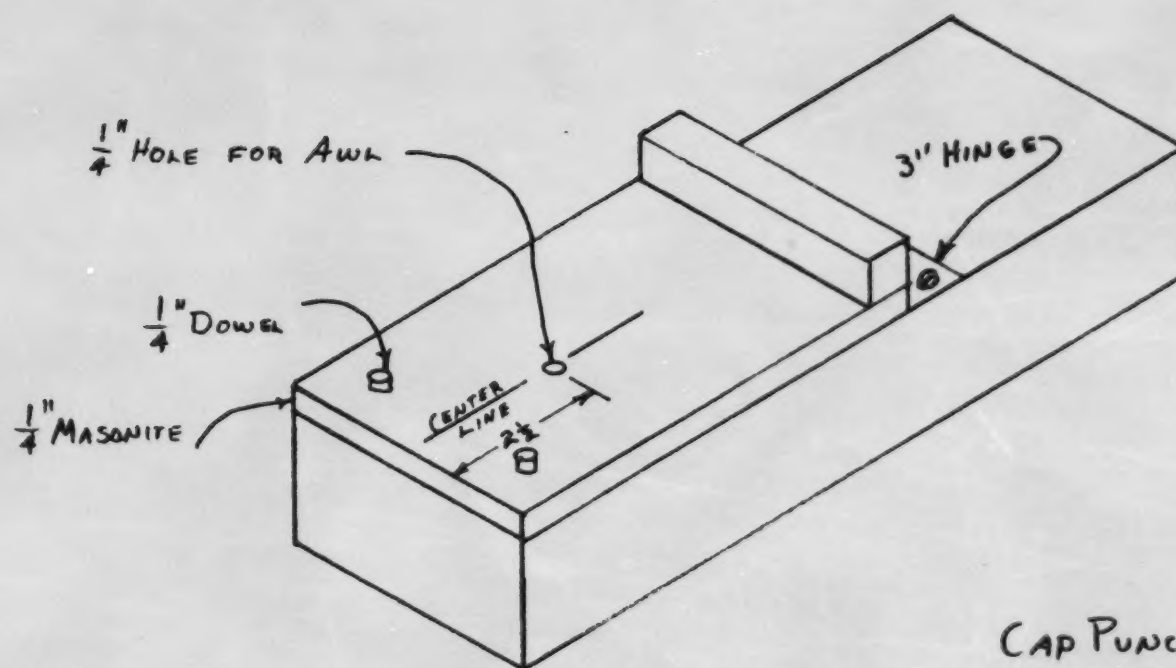
Jig Construction Procedure

1. Draw a line down the center of the 1/4" masonite.
2. Measure and mark 2-1/2" down the line drawn in Step #1.
3. Measure in and mark 3/4" x 3/4" on the two corners of one end of the 1/4" masonite.
4. Screw the 3" hinge on the under side at the opposite end from the marks

made in Steps #2 and #3.

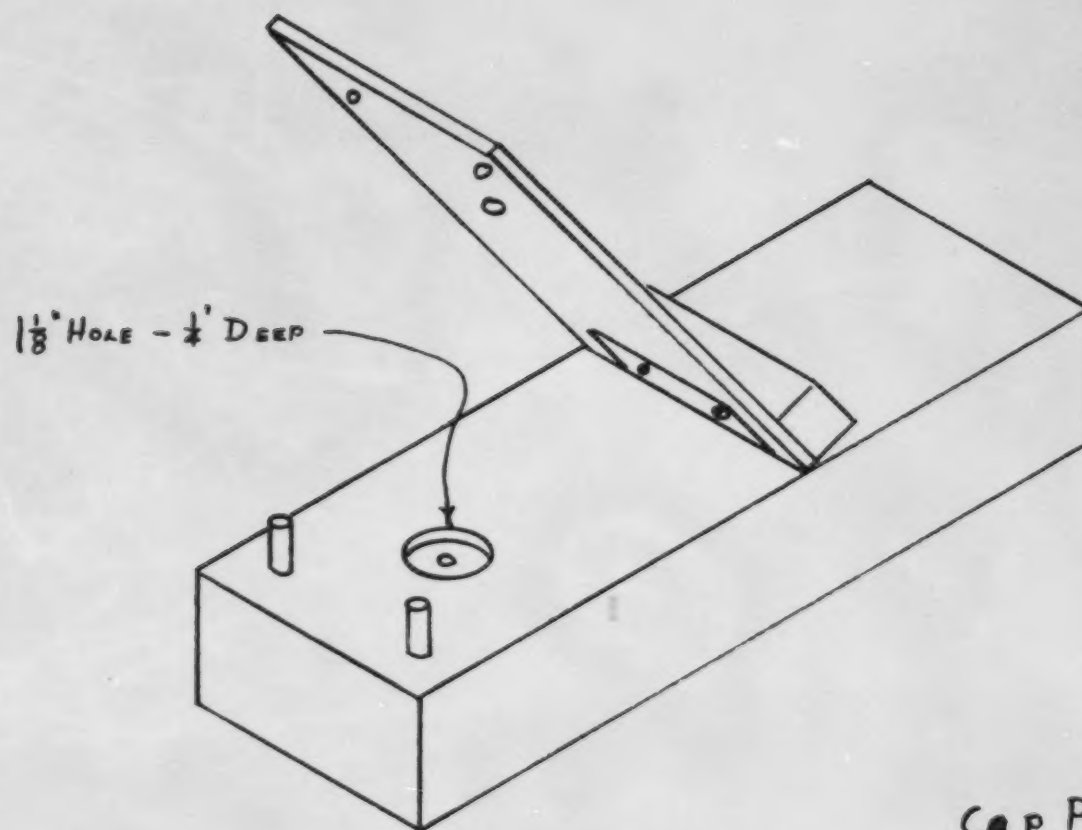
5. Place the 1/2" masonite on top of the 2" x 4" with the marked ends from Steps #2 and #3 even with one end of the 2" x 4".
6. Screw the hinge to the 2" x 4".
7. Drill a 1/4" hole at the mark made in Step #2 and two 1/4" holes at the marks in Step #3. Drill the holes all the way through the masonite and about 1" into the 2" x 4".
8. Open the jig.
9. Round off the ends of the 1/4" dowels and glue them into the two outside 1/4" holes of the 2" x 4". The dowels should stick up about 3/8".
10. With the jig open, use an 1-1/8" high speed wood bit and drill a hole about 1/4" deep in the center hole of the 2"x4".





CAP PUNCHING JIG CLOSED





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CAP. PUNCHING JIG OPEN



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BOTTLE CAP STRINGING

Manipulative Activity

The student is to place punched bottle caps on a 3-foot long string.

Task Procedure

1. A long needle is shoved through the hole in a punched bottle cap.
2. The procedure is repeated until the entire string is full of bottle caps.

Task Objective

The student should be able to do simple stringing accurately and rapidly.

Potential Use

Hand stringing of beads is done in commercial jewelry work.

Sources of Practice Materials

(See, BOTTLE CAP PUNCHING, page 173)

Materials

large needle

kite string



CRACKING WALNUTS WITH A HAMMER

Manipulative Activity

The student is to crack walnuts with a hammer.

Task Procedure

1. Place the walnut on a hard work surface and hit it with a hammer. The object is to crack the shell without cracking the nut meat. Hammer along the seam.
2. Place the cracked nuts in a container for cleaning.

Task Objective

The student should be able to crack walnuts rapidly and with minimum damage to the nuts' meats.

Potential Use

Cracked walnuts are a saleable item.

Sources of Practice Materials

Large sacks of walnuts can be purchased from wholesale produce markets. Buying through the school or agency purchasing department might be an economical method of procuring walnuts.

Materials

strong table

hammer

boxes or trays

CRACKING WALNUTS WITH A VISE

Manipulative Activity

The student is to crack walnuts with a vise. This is slower than using a hammer, but it requires minimal dexterity and strength.

Task Procedure

1. Place a walnut in a vise and hold it there.
2. Close the vise until the nut is cracked, then open the vise and remove the nut.
3. Place the cracked nuts in a container for cleaning.

Task Objective

The student should be able to crack walnuts rapidly and with minimum damage to the nut meats.

Potential Use

Cracked walnuts are a saleable item.

Sources of Practice Materials

(See, CRACKING WALNUTS WITH A HAMMER, page 178)

Materials

strong table

woodworking vise or metal working vise

boxes or trays

CLEANING CRACKED WALNUTS

Manipulative Activity

The student is to clean cracked walnuts.

Task Procedure

1. Open the cracked walnuts and remove the nut meats. Care should be taken to remove the largest possible part of the walnut in tact. Store the nut meats for packaging. Be careful to keep nut shells out of the cleaned nuts.
2. The shells and other non-edible parts of the nuts are placed in a trash container.

Task Objective

The student should be able to clean cracked walnuts rapidly and neatly.

Potential Use

Cracked walnuts are a saleable item.

Sources of Practice Materials

(See, CRACKING WALNUTS WITH A HAMMER, page 178)

PACKING CRACKED WALNUTS BY WEIGHT

Manipulative Activity

The student is to fill and weigh plastic bags of cracked walnuts.

Task Procedure

1. Place cracked walnuts in a plastic bag.
2. Place the bag on a kitchen scale and check to see that the bag contains the proper weight.
3. Staple the bag shut.

Task Objective

The student should be able to pack, weigh and seal bags of cracked walnuts accurately and rapidly.

Potential Use

Cracked walnuts are a saleable item.

Sources of Practice Materials

(See, CRACKING WALNUTS WITH A HAMMER, page 178)

Materials

kitchen scale

plastic bags

stapler

SAWDUST AND MILK CARTON FIREPLACE LOGS

Manipulative Activity

The student is to place sawdust or walnut shells in an empty half gallon milk carton and compress it.

Task Procedure

1. Rip open the top flaps of a half gallon milk carton.
2. Fill the milk carton as full as possible with sawdust or walnut shells.
3. Place the carton in the press.
4. Pull the handle of the press and compress the contents of the carton.
5. Remove the carton and repeat Steps #2 and #3 until the compressed content of the carton is within two inches of the top.
6. Fold down the carton flaps and press them flat with the press.

Task Objective

The student should be able to do simple hand press operations.

Potential Use

The sawdust or nut shell filled milk cartons make a good log substitute for a fireplace.

Sources of Practice Materials

Nut shells can be a useable by product from the cracking and cleaning of walnuts.

Sawdust can be had as a waste product from cabinet shops, school shops and sawmills.

Half gallon milk cartons can be secured from private homes or the school dining facility.

Materials for Jig Construction

1/2" drill press

3/4" plywood 4" x 4"

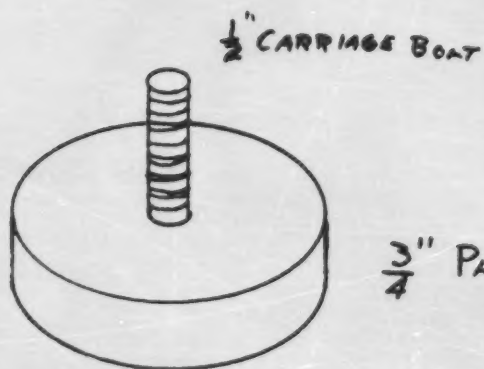
1/2" carriage bolt 2" long

1/2" flat washer

Jig Construction Procedure

1. The 3/4" plywood is cut into a three-inch diameter disc.
2. Drill a 1/2" hole through the middle of the disc made in Step #1.
3. Place the 1/2" carriage bolt through the hole, place the washer on the bolt and tighten the nut.
4. Place the completed wooden disc in the drill press.



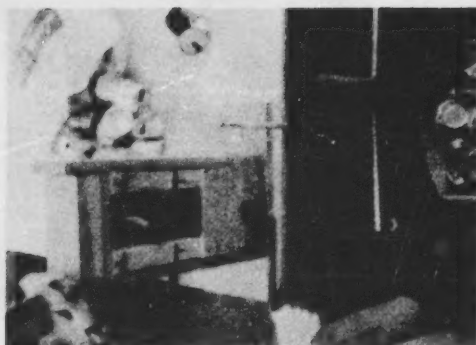


$\frac{1}{2}$ " CARRIAGE BOLT

$\frac{3}{4}$ " PLYWOOD DISC 3" DIA.

FIRE PLACE LOG JIG





ALUMINUM CAN CRUSHER

Manipulative Activity

The student is to crush aluminum beverage cans with a can crushing jig. The jig requires little strength or dexterity.

Task Procedure

1. Place an aluminum can in the crushing jig.
2. Turn the handle of the jig until the can is crushed to the desired thickness.
3. Turn the handle to open the jig and repeat steps #1 and #2.

Task Objective

The student should be able to do simple hand press operations.

Potential Use

Crushed aluminum cans can be recycled.

Sources of Practice Materials

Many beverages come in recyclable aluminum containers. The containers can be solicited from the students' homes or from local recycling centers.

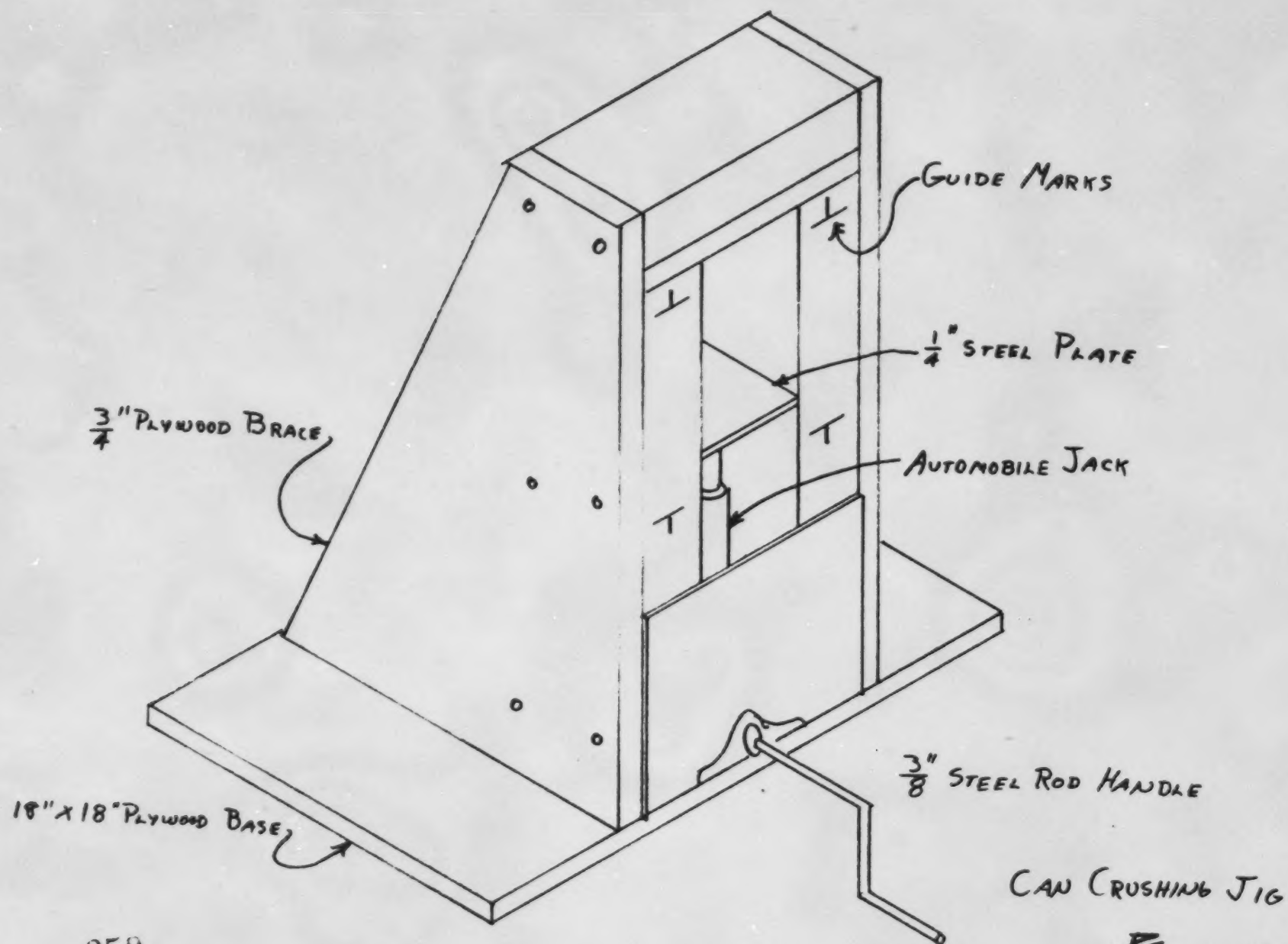
Materials for Jig Construction

automobile jack

assorted nuts, bolts, washers, steel rod and wood

Jig Construction Procedure

The dimensions and construction procedure must vary according to the type of automobile jack used. The drawing will give some basic ideas for construction and dimensions. It is also desirable to weld the one-fourth inch plate to the end of the jack.



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* Suggested Reading

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The Foundation for Blind Children
3720 North 75th Street
Scottsdale, Arizona 85251

The Foundation for Blind Children is a private, nonprofit agency serving children and their families from birth through high school. The agency has on its staff a Family Counselor, Orientation and Mobility Instructor.

The Foundation serves as the depository for the text, library and supplemental materials. They direct many volunteers in the production of these materials.

Information from personal letter.

Assessment Center for Deaf-Blind Children
3001 Derby Street
Berkeley, CA. 94705

The Assessment Center, located at the California School for the Blind campus, concentrates on developing a thorough study, educationally, psychologically, and ophthalmologically on children referred to it by the Southwestern Region Deaf-Blind Center. In addition, children not seen for audiometric testing during the previous year are taken to an audiologic clinic for such testing during their evaluation period. Advanced testing in the foregoing areas, as well as examinations in neurological and orthopedic fields can also be arranged for, if recommended. At the conclusion of the evaluation period, usually four weeks in length, a conference is held with the assessment staff, resource personnel, and professional personnel from the child's regular school program and community. A final report is then made with recommendations to the professional personnel involved in the case.

Assistance League of Tucson, Inc.
1307 N. Alvernon Way
Tucson, Arizona 85712

Homemaker Service Project of Assistance League of Tucson, Inc., purpose is to give temporary assistance in the Home during an emergency where no nursing care is required, with fees based on ability to pay. Homemakers trained and employed by the Assistance League of Tucson are semi-professionals who work under the direction of the Homemaker Supervisor.

The only funds available for the operation of Homemaker Service come from the money-raising efforts of the Assistance League, donations and payment from families served.

Information from brochure: "Homemakers Home Nursing Aide Service Project of Assistance League of Tucson, Inc.," and "Homemaker Service Project of Assistance League of Tucson, Inc."

Crippled Children's Services

CCS provides treatment for severely handicapped conditions in children whose disability may be arrested, improved or corrected.

- This program is open to anyone under 21 years of age who lives in California, who has a
- handicapping condition that is eligible for care under the program and whose family is unable to pay the full costs of treatment.

The State Department of Health has legal responsibility for the Crippled Children's Services program. Direct services are provided and administered by county units.

County Program Objectives

To locate handicapped children who may be in need of medical care.

To encourage all families with handicapped children to obtain the services necessary to bring about maximum physical, mental, social and educational development of their child.

To provide financial assistance to help families obtain medical care for the handicapping condition at the time it will be most effective.

Referrals may be accepted from any source. Anyone - a physician, social worker, nurse, interested individual or made by the family itself.

Crippled Children's Services provides free of charge its diagnostic service and then treatment services are provided on a sliding depending upon the families economic status.

(Information from Brochure: 61514-450 3-72 40M,
80919-450 9-70 20M)

Supplemental Security Income (SSI)
U.S. Department of Health, Education, and Welfare
Social Security Administration

Supplemental Security Income is a new national program of income maintenance under Title XVI of the Social Security Act, as amended. It provides a nationally-uniform income floor through Federal payments for people who are 65 or over or blind or disabled and who have little or no income and limited resources.

Supplemental security income is administered by the Social Security Administration and so one should make application at their local Social Security Office.

The amount differs from state to state. Those who are blind and living in California are paid \$265 as of June 1974. This amount has altered from the inception of the program and may change before report gets out.

The eligibility of blind and disabled people applying for supplemental security income payments because of blindness or disability must meet the definitions for these conditions used by the Social Security Administration:

A persons is considered blind if he has central visual acuity of 20/200 or less in the better eye with the use of corrective lens, or visual field restriction to 20 degrees or less.

A person is considered disabled if he is unable to engage in substantial gainful activity because of a physical or mental impairment which can be expected to result in death or which has lasted (or is expected to last) for 12 months or longer.

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Supplemental Security Income (SSI) (continued)

People may have some income and still get supplemental security income payments.

- For example, the first \$20 a month in income generally doesn't affect the payment.

- They may also be eligible for checks even though they work. The first \$65 in earnings in a month doesn't count against the payment, and only half of any earnings above \$65 counts.

Hearing Society for the Bay Area, Inc.
1428 Bush St.
San Francisco, CA. 94109

A health and social service agency for the hearing-impaired Services include:

Information and Referral

Social Work Services (individual and group) for hard of hearing
and deaf people and their families

Hearing Aid Loans and Trials on doctor's recommendation, and
audiological counseling

Classes in aural rehabilitation and lipreading

Health Education and Community Planning to help improve services
for hard of hearing and deaf people

Dial-A-Test (776-1291) - telephone hearing screening test

Braille Institute of American, Inc.
741 N. Vermont Avenue
Los Angeles, CA. 90029

- The program covers: "basic living skills, training, education and recreational
- activities, and special services - for individuals and for the blind in general."

They have services throughout the United States. One-half of their clients are over 65, but they have served some deaf-blind children.

Information from Brochure: "The Braille Institute Story"

Walpert Workshop
1101 Walpert Street
Hayward, CA. 94541

A program which provides sheltered employment for retarded adults as well as a work evaluation, work adjustment and work training area for the retarded. Among some of the production jobs are: collating, packaging, sub-assembly.

Information from Brochure: "Walpert Workshop"

Mt. Diablo Therapy Center and Industries
490 Golf Club Road
Pleasant Hill, CA. 94523

The Mt. Diablo Therapy Center and Industries, a community non-profit organization, provides a comprehensive service to the handicapped of the Contra Costa area. Their program includes: physical therapy used to evaluate, treat and develop physical abilities to the fullest potential of the individual, occupational therapy used to retrain the individual in daily living skills and therapeutic activities, speech and hearing therapy used to assess and treat speech language and hearing disorders, educational services used for evaluation and perceptual motor training, and vocational services used to "restore and develop handicapped human resources vocationally through the utilization of contracted work from industries". The Mt. Diablo Therapy Center with her sister, Westcom Industries, a sheltered workshop in Richmond, claim "\$820,989 as a result of clients placed in competitive employment and corresponding cost benefit to the community".

Information from Brochures: "Mt. Diablo Therapy Center Children's Summer Program 1974", "Services to Meet Your Needs", "Mt. Diablo Therapy Center Therapeutic Pool", "25 Years of Service to the Community, 1973, Annual Report", "Rehabilitation", "Rehabilitation for the Handicapped Vocational Rehabilitation Program", "Rehabilitation for the Handicapped Audiological Services".

Recreation Center for the Handicapped, Inc.
207 Skyline Boulevard
San Francisco, CA.

Briefly its stated purpose is: "to fulfill the urgent need for year-round recreational activities for ... handicapped children and adults of San Francisco and the Bay Area and provide research and background materials for methods and techniques of organizing and administering recreation programs for the severely handicapped..."

The program runs from 9:00 a.m. to 9:00 p.m. on weekdays and 9:00 a.m. to 5:30 p.m. on Saturdays. Included in their program are field trips, camping experiences and workshop activities of sorting, discriminating and packaging. Currently, the program has one full time congenitally deaf-blind adult and a few part time deaf-blind children. They recommend a staff participant ratio of one to one when first integrating deaf-blind individuals into a group.

Information from personal letter.

Associated Blind of California, Inc.
7125 Hawthorne Avenue, #11
Los Angeles, CA. 90046

- The Associated Blind of California, Inc., is a statewide group of blind and sighted persons.

This association is concentrating on mobilizing and offering the abilities of blind persons to the community in general, as well as the blind portion of that community specifically.

They provide camperships, Braille wrist-watches, and a vibrating alarm clock.

They have also assisted in the vibrating telephone. Their funds are limited but they hope to assist the deaf-blind whenever possible.

Projects: Blind Children - To assist with special needs of blind children in public schools, such as providing sponsorship, special tools such as Braille Writers, tape recorders and typewriters, as well as Braille textbooks, dictionaries, and encyclopedias.

For the Employable Blind - Providing contacts with successfully employed blind persons who would be willing to discuss their special vocations with newly blind adults, or with recent graduates who are seeking guidance for employment.

Associated Blind of California, Inc. (continued)

- For the Senior Blind Citizen - A major concern of the organization is for constructive social and recreational opportunities, as well as adequate housing for the older blind citizens.

Information from Brochure: "Associated Blind of California, Inc."

Sacramento Association for the Retarded
2717 Broadway
Sacramento, CA. 95818

There are presently no deaf-blind retarded persons enrolled in any of their programs. However, if such an individual were referred to their programs, he would be evaluated by their Placement Committee as to whether he would benefit from participating in one of their programs. If it was agreed that one of their programs was appropriate, he would be placed on a trial period as any other retarded individual who is referred to them.

In the trial period, it would be possible to evaluate whether the program would benefit the individual, and if their staff could meet his needs.

SAR is organized for the purpose of improving life for the retarded and reducing the incidence of mental retardation. Through services and advocacy made possible by Value Village Thrift Stores and direct donations, SAR seeks to broaden the mentally retarded person's opportunities to participate in all areas of community life - social, educational, residential and vocational.

The Adult Activities Center has an emphasis on social training, developing and improving self image, and increasing the self-help skills of moderately retarded adults. The Center is prevocational, and uses art, woodwork, sewing, and other activities as media to achieve personal growth.

Value Village Thrift Stores, managed directly by the Sacramento Association for the Retarded, provides the major source of funds to SAR.

Information from Brochure: "SAR for the Retarded"

Alameda Family Services Agency
2226 Santa Clara Avenue
Alameda, CA. 94501

"Alameda Family Services Agency help those persons who have problems that they cannot seem to solve by themselves. Special Social Workers in a private and confidential interview help with Marriage Counseling, Child Counseling where the child is presenting a problem to his home, Counseling with Personal Adjustment Problems, and Temporary Emergency Financial Assistance where the individual or family is ineligible for such assistance through other community facilities. This agency is also an Information and Referral Service guiding people to other social services in the community "

Information from Brochure: "Alameda Family Service Agency"

National Center for Deaf-Blind Youths and Adults

National Center for Deaf-Blind Youths and Adults, operated by the Industrial Home for the Blind, gives each one of the trainees an evaluation of physical and mental capacities, the usefullness of residual hearing and vision, social skills and other areas that have a bearing upon the potential of the trainee for rehabilitation.

Based upon the evaluation the trainee receives individualized instruction in methods of communication, independent travel, skills of daily living, and other areas of essential functioning consistent with the needs, interests and capabilities.

Renumberative employment is a goal either in competitive settings or in sheltered workshops.

The National Center operates regional offices to assist state and local agencies in case finding, preliminary evaluation, training of persons in local communities, referral to the National Center and the follow up services.

Information from Brochure: "Why*How"

University of San Francisco has been offering short-term training institutes for Rehabilitation Facility Personnel through the College of Business Administration. Course work includes Rehabilitation Workshop Management, Production Management, Workshop Administration. Course work is offered in Sacramento, San Francisco, Los Angeles and San Jose. These institutes are sponsored by the Rehabilitation Services Administration and are as yet restricted for Rehabilitation Personnel.

Brochure: "The Continuing Education Series Managing the Rehabilitation Workshop", "Region IX Short-Term Training Institutes for Rehabilitation Facilities Personnel, April 1974 - July 1974", "Extension Series Program", "The Continuing Education Series . . . In Production Management".

Information and Referral Service and Senior Outreach Project
Community Services Building
3833 Second Street
Tucson, Arizona 85716

For those desiring information about Health Problems, Hospital and Nursing Care, Handicapping Conditions, Leisure Time Activities, Financial Assistance, Rehabilitation and Training, Personal and/or Emotional Problems they should contact this service if they live in or around the Tucson area. Sponsored by United Way.

Information from Brochures: "Help on Call in Tucson", "Got a Problem?" and "Follow Along".

Opportunities for Handicapped, Inc.
3340 Marysville Boulevard
Sacramento, CA. 95838

Opportunities for Handicapped, Inc., is a sheltered workshop. Lack of speech, or difficult speech, as well as lack of motor coordination, is present in almost all of their people. The handicapping condition of most of their workers is severe, and they will always need a sheltered workshop in which to function.

They can function productively in a limited way, and can contribute to society when they work in this sheltered environment, with sympathetic and skillful direction.

The ages range from 21 through life.

A nominal hourly wage enables workers to earn part of their own support, and gives them pride of semi-independence.

Information from Brochure: "Opportunities for Handicapped, Inc."

John A. O'Connel Vocational High School
21st and Harrison Streets
San Francisco, CA 94110

This is a day school operating from 8:15 a.m. to 2:47 p.m. which offers vocational and educational opportunities for high school students fourteen years of age to adulthood. The class work is geared toward preparation of students for specific trades. "Satisfactory completion of courses often leads to a position in industry. Such course works includes Appliance Repair, Carpentry, Dress Design and Tailoring, Food Preparation, Welding among a host of other."

Information from Brochure

Note: It is recognized that this program will not help the majority of our deaf-blind population; however, for those children most capable and approaching the developmental level of the 10th or 11th grade and has adept communication skills, such a program could be very beneficial.

Beacon Foundation for the Mentally Retarded, Inc.
25 East Drachman Street
Tucson, Arizona 85705

The only rubella child identified as such whom they have had was visually handicapped
• but not entirely blind, nor was he deaf.

Admission is always on a trial basis.

Primary diagnosis must be mental retardation, usually in the trainable range which means that development is from one-third to one-half that of a "normal" person.

Activities are varied according to the need of each enrollee.

Information from fact sheet: "Beacon Foundation for the Mentally Retarded, Inc."

Department of Speech Pathology and Audiology
Alameda County Health Care Services Agency
Fairmont Hospital - 15400 Foothill Blvd., San Leandro, CA. 94578

- The purpose of the Department of Speech Pathology and Audiology is to provide evaluation counseling and treatment for children and adults with communication disorders.
- Under Speech and Language Service they provide evaluation and individual or group speech therapy. Under Audiological Services they provide Diagnostic Studies, Hearing Aid Evaluation and Aural Rehabilitation. They also provide counseling to the family in regards to the communication disorder.

Information from Brochure: "Communication Disorders"

Department of Rehabilitation
1111 Jackson Street
Oakland, CA.

The Department of Rehabilitation has taken the responsibility of training the handicapped for a job and aiding the handicapped in placement. There are three criteria that need to be met before a person may receive services from the Department of Rehabilitation:

1. A certificate from a medical doctor stating that there is a disability that would inhibit the securing of a position.
2. The disability must be noted to the degree that it is a handicap.
3. There must be some evidence that the handicapped person can eventually be gainfully employed and hence case closed.

From verbal information given by Oakland Rehabilitation Office.

Easter Seal Society for Crippled Children and Adults of California
228 McAllister Street
San Francisco, CA 94102

The Easter Seal Society is devoted to serving physically handicapped people without respect to cause of the handicap or age of the client. Their total individual case load during the latest fiscal year was 14,889 of which about half were children and half adults. There were some 30 different diagnostic categories served and a total of 70 different types of services were given.

Their statistics indicate that they have served 649 patients whose primary handicap was listed as hearing dysfunction or visual impairment. Additionally the Easter Seal Society served 1,732 individuals with speech dysfunction.

The Society's services are given through 48 local county units and there is a Society in virtually every county. The services of the local Societies differ from county to county and they range from summer camping to the purchase of an appliance such as a hearing aid to very intensive therapy. The Society's concentrated rehabilitation centers are operated by the Easter Seal Societies in the following counties: Orange, Alameda, San Mateo, and Sacramento.

These Societies have had quite specialized services for children whose disabilities have resulted from rubella epidemics. Several of the Societies also have vocational programs.

Information from personal letter.

Medi-Cal
Health and Welfare Agency
Department of Health

- "Medi-Cal is California's medical assistance program to provide health care for needy or low-income California residents of all ages."

All who receive welfare checks through Aid to the Blind, Aid to the Disabled or Aid to Families with Dependent Children (AFDC) or children who are in AFDC families but who are not in school or training program, qualify for this program.

People who need medical attention and have sufficient funds to meet daily requirements, but do not have funds to cover medical expenses qualify.

Children who are in foster care or qualify for Aid for Adoption of Children may qualify for this program.

The crux of eligibility stems from family income and disability of the child.

One may apply for Medi-Cal at the local county welfare department.

Law requires that you use all other health benefits before using Medi-Cal.

(From HFS-3002E 7-73)

California League for the Handicapped - We Care Foundation
3232 Geary Boulevard
San Francisco, CA. 94118

"A private non-profit tax-exempt agency to help blind and multi-handicapped blind children and adults lead more satisfying and productive lives." Services rendered by this organization are:

1. Job Counseling and Placement
2. Recreation and Training
3. Social Services
4. Public Education
5. Free Transportation Within San Francisco

No fees are charged for any of their services.

Information from Brochure: "We Care"

National Association of Visually Handicapped
3201 Balboa Street
San Francisco, CA 94121

- National Association of Visually Handicapped is a non-profit organization devoted solely to the partially seeing. They have available large print books which they prepare and distribute free when requested. They cooperate with commercial manufacturers in field testing optical aids. They sponsor youth groups meeting their social and recreational needs. They hold parent discussion groups for the purpose of sharing problems, frustrations and accomplishments. They disseminate material regarding services for partially sighted.

Brochures available: "Professional Guide", "Family Guide", "Catalog of Large Type Materials 1974", and "Problems of the Partially Seeing".

Information from Brochure

UNITED BAY AREA CRUSADE

United Bay Area Crusade acts as an information and referral organization to the

183 member agencies that it serves in the five Bay Area Counties. "All services

are provided free of charge."

Exceptional Children's Foundation
2225 West Adams Blvd.
Los Angeles, CA 90018

Exceptional Children's Foundation is a non-profit organization serving the mentally retarded. Among their services include a complete evaluation as far as social services, psychological testing, psychiatric and speech. Also provided are guidance and counseling in addition to their programs in infant stimulation, compensatory pre-school classes, special education and training and art center and three work training centers located in the Los Angeles area. The Elkhorn Ranch, also under their auspices provides residential care for the retarded 16 and older who are unable to live with their families. "The Exceptional Children's Foundation provides services for the deaf-blind only if they are also mentally retarded."

Brochures available are: "E.C.F. Facts", "Infant Development Program," "Mental Retardation is your Concern", "The E.C.F. Art Center", "The Right to Dream", "Elkhorn Ranch Home", "PAR Workshops."

Information from Brochures

National Federation of the Blind of California, Inc.
730 South Western Avenue, Suite 201
Los Angeles, CA 90005

National Federation of the Blind of California, Inc., with offices in Los Angeles, San Francisco and Sacramento, is an organization of blind persons which is able to provide guidance, understanding, training, education or direct financial assistance. Some of the free services provided to the blind include: bi-monthly Braille magazine, scholarships for Blind students, advisory and counseling aid, educational conferences and seminars, employment assistance and job placement. However, the president of the organization in Los Angeles, Anthong G. Mannino, stated that they cannot provide direct services to deaf-blind children, but refer their cases to Mrs. Vera Schiller of the National Center for Deaf-Blind Youths and Adults.

Information from Brochure

Easter Seal Society for Crippled Children and Adults of Nevada, Inc.
Reno-Sparks Treatment Center
701 Greenbrae Drive
Sparks, Nevada 89431

They do not specifically provide services to the deaf and blind. Any deaf-blind they have served would have been in conjunction with their basic services of speech and physical therapy. They do provide hearing testing to those who desire it and refer those whom they determine do have hearing problems to a physician.

Information from personal letter.

Helpers of the Mentally Retarded
2626 Fulton Street
San Francisco, CA. 94118

Helpers of the Mentally Retarded, Inc., owns and operates three homes and a workshop in San Francisco for those who are retarded. "These homes provide . . . 24-hour care for residents who need a home." The current age range is from 23 to 52. The home is privately funded and ecuminical in orientation.

Brochure and Letter "Helpers of the Mentally Retarded"